IV. APPLICATION ASSURANCES
(CFDA No. 84.416)

Legal Name of Applicant[1]: **New Haven Unified School District**	Applicant's NCES District ID[2]: **0626910**
Applicant's Mailing Address: **34200 Alvarado-Niles Rd., Union City, CA 94587**	
Employer Identification Number: **94-1717886**	Organizational DUNS Number: **081847113**
Race to the Top – District Contact Name: (Single point of contact for communication) **Arlando Smith**	Contact Position and Office: **Chief Academic Officer**
Contact Telephone: **510-471-1100 Ext. 62611**	Contact E-mail Address: **asmith@nhusd.k12.ca.us**

Required applicant Signatures:

- To the best of my knowledge and belief, all of the information and data in this application are true and correct.
- I further certify that I have read the application, am fully committed to it, and will support its implementation.
- I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): **Kari McVeigh**	Telephone: **(510) 476-2623**
Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity: Kari McVeigh	Date: 10-29-12
Local School Board President (Printed Name): **Michelle Matthews**	Telephone: **(510) 476-2623**
Signature of Local School Board President: Michelle P Matthews	Date: 10-29-12
President of the Local Teacher's Union or Association, if applicable (Printed Name): **Charmaine Banther** Charmaine Banther	Telephone: **(510) 471-2520**
Signature of the President of the Local Teacher's Union or Association:	Date: 10-29-12

[1] Individual LEA, Lead LEA for the consortium, or eligible legal entity

[2] Consortium applicants must provide the NCES District ID for each LEA in the consortium, on a separate page and include in the Appendix. Applicants may obtain their NCES District ID at http://nces.ed.gov/ccd/districtsearch.

V. PROGRAM-SPECIFIC ASSURANCES FOR INDIVIDUAL LEA APPLICANTS

Individual LEA applicants must complete the forms in this part. For consortia applicants, the Lead LEA or representative of the eligible legal entity must complete the forms in Part VI.

ABSOLUTE PRIORITIES – INDIVIDUAL LEA APPLICANT

Absolute Priority 1

An applicant must address Absolute Priority 1 in its response to the selection criteria. Applicants do not write to Absolute Priority 1 separately.

Absolute Priorities 2 through 5

Applicants do not write to Absolute Priorities 2 through 5 separately. Instead, they complete this part by identifying the one (and only one) of Absolute Priorities 2 through 5 that applies. Please check one of the priorities below.

_____**Absolute Priority 2: Non-Rural LEAs in Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition

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NOTE: Race to the Top Phase 1, 2, and 3 States are: Arizona, Colorado, Delaware, Florida, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Tennessee and the District of Columbia.

BUDGET REQUIREMENT – INDIVIDUAL LEA APPLICANT

By completing this part, the applicant assures that its Race to the Top – District budget request conforms to the established budget ranges for the competition.

The number of participating students is 12,955. The total Race to the Top – District grant funds requested is $29,352,564.54, which is within the following range: (Check the **one** range of participating students (all as defined in this notice) that applies)

_____ $5-10 million - 2 ,000-5,000 participating students

_____ $10-20 million - 5,001-10,000 participating students

__X__ $20-30 million - 10,001-25,000 participating students

_____ $30-40 million - 25,001+ participating students

ELIGIBILITY REQUIREMENTS – INDIVIDUAL LEA APPLICANT

By checking the applicable statement(s) below, the applicant assures that:

__X__The applicant meets the definition of local educational agency (as defined in this notice).

__X__The applicant is from one of the 50 States, the District of Columbia, or the Commonwealth of Puerto Rico.

__X__This application is the only Race to the Top – District application to which the applicant has signed on.

__X__This application serves a minimum of 2,000 participating students (as defined in this notice).

__X__At least 40 percent of participating students (as defined in this notice) across all participating schools (as defined in this notice) are students from low-income families, based on eligibility for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act, or other poverty measures that LEAs use to make awards under section 1113(a) of the ESEA ***OR*** if the applicant has not identified all participating schools (as defined in this notice) at the time of application, the applicant assures that within 100 days of the grant award it will meet this standard.

__X__The applicant has demonstrated its commitment to the core educational assurance areas (as defined in this notice) and assures that --

(i) The LEA, at a minimum, will implement no later than the 2014-2015 school year—

(A) A teacher evaluation system (as defined in this notice);
(B) A principal evaluation system (as defined in this notice); and
(C) A superintendent evaluation (as defined in this notice);

(ii) The LEA is committed to preparing all students for college or career, as demonstrated by—(check one that applies)

__X__(A) Being located in a State that has adopted college- and career-ready standards (as defined in this notice); or

_____ (B) Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);

(iii) The LEA has a robust data system that has, at a minimum—

(A) An individual teacher identifier with a teacher-student match; and
(B) The capability to provide timely data back to educators and their supervisors on student growth (as defined in this notice);

(iv) The LEA has the capability to receive or match student level preschool

through 12th grade and higher education data; and

(v) The LEA ensures that any disclosure of or access to personally identifiable information in students' education records complies with FERPA.

__X__The application is signed by the superintendent or CEO, local school board president, and local teacher union or association president (where applicable).

APPLICATION REQUIREMENTS – INDIVIDUAL LEA APPLICANTS

By checking the applicable statement(s) below, the applicant assures that the:

__X__State comment period was met. Each LEA included in the consortium has provided its State at least 10 business days to comment on the LEA's application and has submitted as part of the application package—

- The State's comments *OR* evidence that the State declined to comment; and
- The LEA's response (optional) to the State comment.

(The submitted comments, evidence, and responses for each LEA are located in Part III. App Requirements, from pages__2__ to__3__ of the proposal.)

__X__Mayor (or city or town administrator) comment period was met. Each LEA included in the consortium has provided its mayor or other comparable official at least 10 business days to comment on the LEA's application and submitted as part of the application package—

- The mayor or city or town administrator's comments OR, if that individual declines to comment, evidence that the LEA offered such official 10 business days to comment
- The LEA's response (optional) to the mayor or city or town administrator comments

(The submitted comments, evidence, and responses for each LEA are located in Part III. App Requirements, from pages__4__to__4__ of the proposal.)

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL RESPONSES TO SECTION V

Superintendent or CEO of the LEA (Printed Name): **Kari McVeigh**	
Signature of Superintendent or CEO of the LEA: Kari McVeigh	Date 10-29-12

VII. OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures that:

- The LEA or consortium will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top – District program, including:
    - For each year of the program, the LEA or consortium will submit a report to the Secretary, at such time and in such manner and containing such information as the Secretary may require.

Other Assurances and Certifications

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures or certifies the following:

- The LEA or consortium will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the applicant, and for consortia each LEA, will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and the applicant will require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all subawards at all tiers.
- Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- All entities receiving funds under this grant will comply with the Education Department

General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74–Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75–Direct Grant Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part 80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81–General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL ASSURANCES AND CERTIFICATIONS IN SECTION VII

Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): **Kari McVeigh**	
Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity: Kari McVeigh	Date: 10-29-12

New Haven Unified School District

Race to the Top – District Application

CFDA Number: 84.416

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- B. Prior Record of Success and Conditions for Reform 39
- C. Preparing Students for College and Careers 55
- D. LEA Policy and Infrastructure 89
- E. Continuous Improvement 108
- F. Budget & Sustainability 136

X Competitive Preference Priority Narrative 140

XI. Budget and Budget Narratives 168

XII. Optional Budget Supplement ..... Not Applicable

XIV. Memorandum of Understanding ..... Not Applicable

XXII. Appendix 224

III. APPLICATION REQUIREMENTS

We are including evidence that we provided our application to the California Department of Education and the Mayors of the cities served by our consortium districts at least 10 full business days prior to the application deadline.

Attachment Title
California Department of Education Letter Declining to Review
Letter from Mayor of Union City acknowledging opportunity to review the application

California Department of Education
Executive Office
SBE-003 (REV. 09/2011)
dsib-iad-sep12item02

CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2012 AGENDA

SUBJECT	
Update on Issues Related to California's Implementation of the Elementary and Secondary Education Act and Other Programs, Including but not Limited to the Race to the Top Local Educational Agency Application.	☒ Action ☒ Information ☐ Public Hearing

SUMMARY OF THE ISSUE(S)

This standing item allows the California Department of Education (CDE) to brief the State Board of Education (SBE) on timely topics related to the Elementary and Secondary Education Act (ESEA) and other federal programs.

RECOMMENDATION

The CDE recommends that the SBE take action as deemed necessary and appropriate. No specific action recommended at this time.

BRIEF HISTORY OF KEY ISSUES

Race to the Top Local Educational Agency Application

On August 12, 2012, the ED announced it had finalized the application for the 2012 Race to the Top District competition, providing nearly $400 million in competitive grant funding for local educational agencies (LEAs). Among the requirements an LEA must meet in order to apply is the requirement that it provide both to the State and to its mayor (or comparable official) at least 10 business days to comment, with comments included in the LEA's application. If the State or the mayor declines to comment, the LEA must provide evidence that each had 10 business days in which to do so. The LEA may, at its option, offer a response to comments.

At this time, it is the intent of the State to decline review of or comment on individual LEA applications. However, the State assumes that LEA applications approved in this competition meet state and federal law and do not require state-level or statewide activities.

California State-Defined Waiver Request

On September 23, 2011, the ED released an invitation for states to apply for a waiver of certain provisions of ESEA in exchange for meeting requirements that included adopting college- and career-ready standards for all students; implementing an alternative system of differentiated recognition, accountability, and support for districts and schools; and developing and implementing an evaluation system that supports effective instruction and leadership. These requirements, for states that are granted a waiver, are to be applicable to all LEAs and schools, not just those receiving Title I funding.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At its May 2012 meeting, the SBE voted to submit a waiver request to the ED to exempt LEAs from Title I, Part A sections 1116(b) and (c) with the exceptions of 1116(b)(13) and 1116(c)(4). The requested waiver period was for the 2012–13 and 2013–14 school years. The waiver was submitted to the ED on June 15, 2012. Since that time, there have been phone conversations between ED staff, SBE staff, and CDE staff, but no formal response to the waiver request. The CDE will provide the SBE with a verbal update if information becomes available.

FISCAL ANALYSIS (AS APPROPRIATE)

Any state or LEA that does not abide by the mandates or provisions of ESEA is at risk of losing federal funding.

ATTACHMENT(S)

None.

CITY OF UNION CITY CALIFORNIA

34009 ALVARADO-NILES ROAD
UNION CITY, CALIFORNIA 94587
(510) 471-3232

October 22, 2012

To Whom It May Concern,

As Mayor of Union City, California I have been asked to review and comment on New Haven Unified School District's grant application for Race to the Top District. I was given up to ten days to review and provide comments.

At this time, after a careful review I am fully in support of the district's intent to pursue this grant opportunity and believe that the plans they have developed will help to ensure the academic success of our students and prepare them for college and career in the 21st century.

It is my hope that the Department of Education fully fund this grant request.

Sincerely,

Mayor Mark Green
Union City, California

IV. APPLICATION ASSURANCES
(CFDA No. 84.416)

Legal Name of Applicant[1]: **New Haven Unified School District**	Applicant's NCES District ID[2]: **0626910**
Applicant's Mailing Address: **34200 Alvarado-Niles Rd., Union City, CA 94587**	
Employer Identification Number: **94-1717886**	Organizational DUNS Number: **081847113**
Race to the Top – District Contact Name: (Single point of contact for communication) **Arlando Smith**	Contact Position and Office: **Chief Academic Officer**
Contact Telephone: **510-471-1100 Ext. 62611**	Contact E-mail Address: **asmith@nhusd.k12.ca.us**

Required applicant Signatures:

- To the best of my knowledge and belief, all of the information and data in this application are true and correct.
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Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): **Kari McVeigh**	Telephone: **(510) 476-2623**
Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity: Kari McVeigh	Date: 10-29-12
Local School Board President (Printed Name): **Michelle Matthews**	Telephone: **(510) 476-2623**
Signature of Local School Board President: Michelle P Matthews	Date: 10-29-12
President of the Local Teacher's Union or Association, if applicable (Printed Name): **Charmaine Banther** Charmaine Banther	Telephone: **(510) 471-2520**
Signature of the President of the Local Teacher's Union or Association:	Date: 10-29-12

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The number of participating students is 12,955. The total Race to the Top – District grant funds requested is $29,352,564.54, which is within the following range: (Check the **one** range of participating students (all as defined in this notice) that applies)

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(i) The LEA, at a minimum, will implement no later than the 2014-2015 school year—

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SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL RESPONSES TO SECTION V

Superintendent or CEO of the LEA (Printed Name): **Kari McVeigh**	
Signature of Superintendent or CEO of the LEA: Kari McVeigh	Date 10-29-12

VII. OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

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The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures or certifies the following:

- The LEA or consortium will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the applicant, and for consortia each LEA, will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and the applicant will require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all subawards at all tiers.
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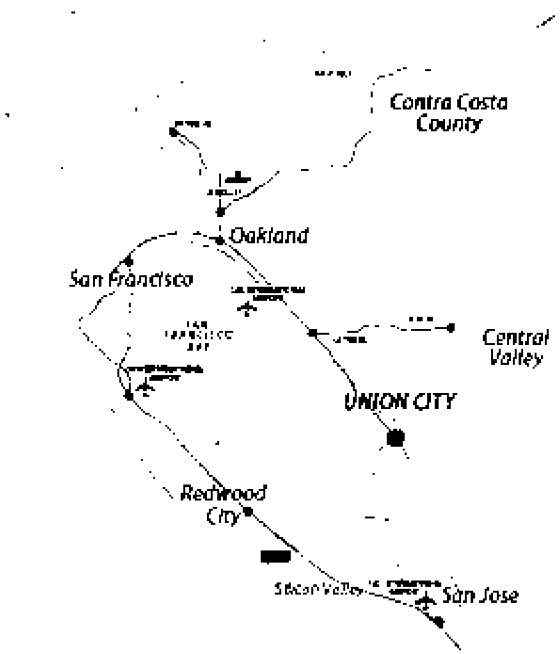
General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74–Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75–Direct Grant Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part 80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81–General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL ASSURANCES AND CERTIFICATIONS IN SECTION VII

Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): **Kari McVeigh**	
Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity: Kari McVeigh	Date: 10-29-12

IX. SELECTION CRITERIA

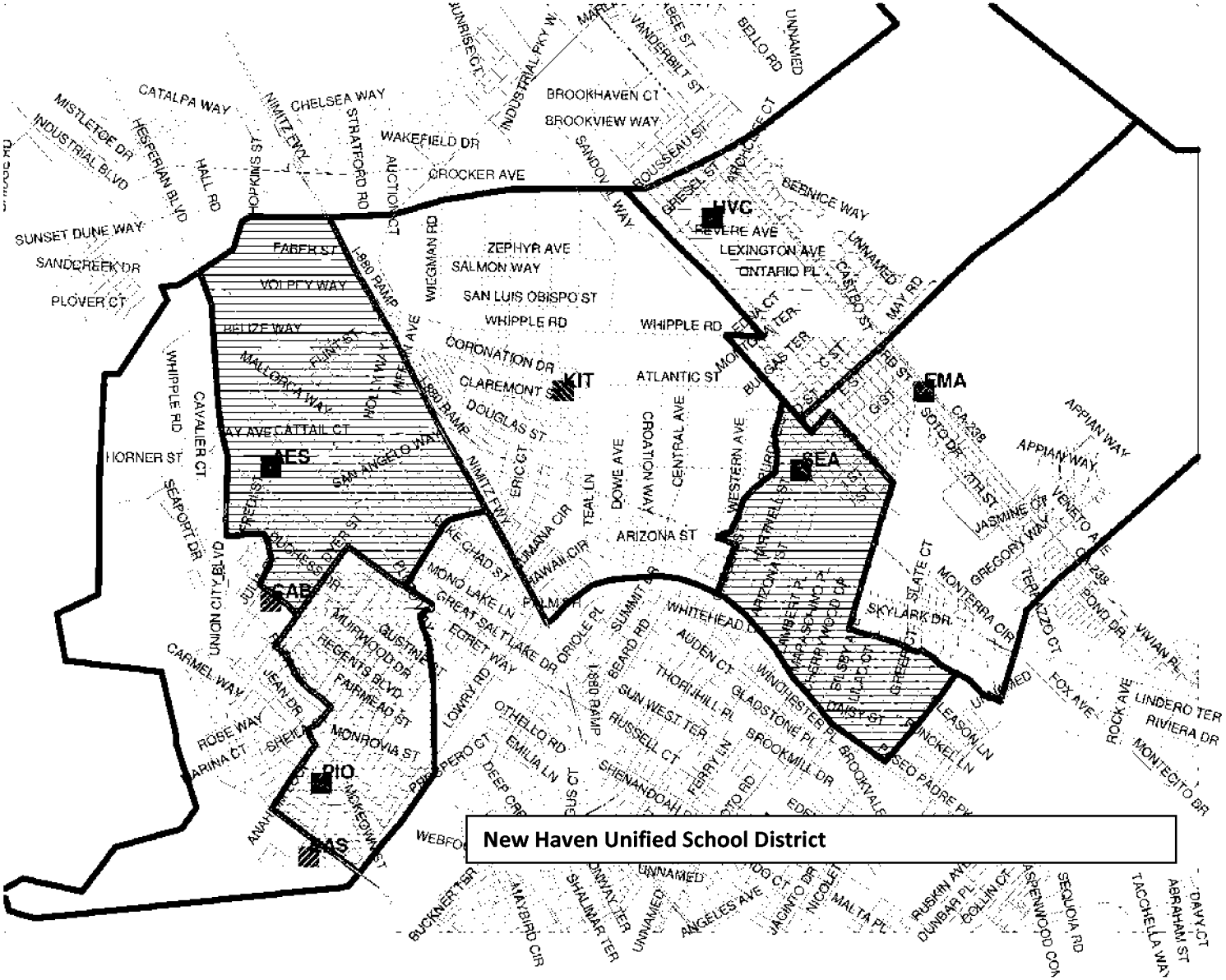
Introduction



New Haven Unified School District (NHUSD) is located in the San Francisco Bay Area, in Union City, southern Alameda County, midway between Oakland and San José. Our District serves all of Union City (population 70,416) and the south part of neighboring Hayward.

While our District is categorized as "suburban," we face many socio-economic, limited English proficiency and diversity issues more common in inner city Districts. Both Union City and Hayward are home to affluent Silicon Valley and San Francisco commuters as well as to diverse working-class and working-poor populations of recent immigrants and long-time residents seeking some of the Bay Area's more affordable housing.

The District includes 12 schools, serving approximately 13,000 students, who speak forty different primary languages – with no single majority racial/ethnic group. The families we serve come from a wide variety of cultures and more than sixty countries. NHUSD is comprised of 92.3% students of color. Approximately 10% of our students have special needs, primarily specific learning disabilities, speech and language issues, and autism spectrum disorders. English Learner (EL) students make up about 24% of the student population and 43% of our students receive free or reduced-price meals.


New Haven Unified School District
HVC
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BROOKHAVEN CT
BROOKVIEW WAY
WAKEFIELD DR
CROCKER AVE
SUNSET DUNE WAY
SANDCREEK DR
PLOVER CT
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VOLPEY WAY
BELIZE WAY
ZEPHYR AVE
SALMON WAY
SAN LUIS OBISPO ST
WHIPPLE RD
CORONATION DR
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DOUGLAS ST
ATLANTIC ST
ARIZONA ST
HORNER ST
CAVALIER CT
SEAPORT DR
UNION CITY BLVD
CARMEL WAY
ROSE WAY
MONROVIA ST
MONO LAKE LN
GREAT SALT LAKE DR
EGRET WAY
LOWRY RD
OTHELLO RD
EMILIA LN
WHITEHEAD DR
AUDEN CT
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RUSSELL CT
GLADSTONE PL
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APPIAN WAY
JASMINE CT
GREGORY WAY
MONTERRA CIR
SKYLARK DR
FOX AVE
ROCK AVE
LINDERO TER
RIVIERA DR
MONTECITO DR
BUCKNER TER
MAYBIRD CIR
SHALIMAR TER
ANGELES AVE
MALTA PL
RUSKIN AVE
DUNBAR PL
COLLIN CT
SEQUOIA RD
TACCHELLA WAY
ABRAHAM ST
DAVY CT

A. Vision

(A)(1) Articulating a comprehensive and coherent reform vision

Comprehensive and coherent reform vision that builds on its work in four core educational assurance areas and articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests.

The District will use funds from Race to the Top to expand comprehensive K-12 reform strategies that focus on making sure that students acquire Critical Literacy and mathematics skills across the entire grade span while emphasizing real world applications and broader competencies that empower students with 21st Century skills. We propose to establish highly effective learning environments in which teachers instantly access a wide variety of educational tools, content and professional development aligned with the Common Core State Standards (CCSS) adopted by the state of California in 2010 for implementation beginning in 2014-15.

In our vision, **all** students acquire traditional academic knowledge and skills **and** learn how to apply what they learn in those subjects to deal with real world challenges rather than simply "reproduce" the information on tests which do not measure deeper learning or 21st Century skills.

Our vision has informed our existing commitment to continuous, equitable improvement and growth, as evidenced by:

- The enthusiastic adoption of CCSS at the District and classroom level. NHSUD has had more educators, including classroom teachers, attending CCSS implementation planning and professional development at our County Office of Education than any other District in the county, and we are piloting CCSS starting in 2013, ahead of schedule.
- A strong community-wide belief that excellent teachers are the cornerstone of improving student performance and commitment to literacy and critical thinking across the curriculum, as evidenced by our introduction of evidence-based strategies such as Reading Apprenticeship.
- Our current process of restructuring teacher and principal evaluation so that **all** students in NHUSD have an effective or highly

effective teacher in the classroom.

- Using and sharing data to create transparency for all stakeholders, including assessment data identifying persistent gaps, student behavioral data, Advanced Placement (AP) data identifying inequities in subgroups taking advanced courses, and Equity Task Force data identifying inequitable treatment and making recommended changes to improve equity. Our reform strategy builds on the existing work of our District's Equity Task Force, which brings ever-more intentional focus to issues of educational equity and which is driven by our entire educational community, especially students and parents.
- Creating support systems and structures to address issues identified with these and other data, such as Full Service Community Schools, teacher coaching, and student and family supports for targeted high-need students through our Union City Kids' Zone initiative.
- Ongoing, demonstrated commitment to these efforts in spite of three years of significant budget reductions, related to California's ongoing fiscal crisis.

We believe **quality instruction** is the key to achieving this vision. While we will surround our students with a network of supports and services that will provide them with multiple opportunities for learning anytime, anywhere, research demonstrates that highly effective teachers and school leaders help build and support students who learn with deep understanding and the ability to apply learning to the real world, not just students who reproduce information.[1] Therefore, our vision of system-wide reform includes extensive educator professional development in:

(1) Classroom practices such as Reading Apprenticeship (RA) and Critical Literacy (CL) that give students the skills to analyze texts, make key connections, build knowledge, and think and communicate about the reading and analytical process. Critical literacy

[1] Center for Public Education: Defining a 21st Century Education, at http://www.centerforpubliceducation.org/Learn-About/21st-Century; Barron, Brigid, and Darling-Hammond, Linda (2008), Teaching for Meaningful Learning: A Review of Research on Inquiry-Based and Cooperative Learning. George Lucas Educational Foundation; Hmelo-Silver, Cindy E. Problem-Based Learning: What and How Do Students Learn? *Educational Psychology Review*, Vol. 16, No. 3, September 2004. Department of Educational Psychology, Rutgers, The State University of New Jersey; Darling-Hammond, LiTeacher Quality and Student Achievement: *A Review of Sate Policy Evidence, Education Policy Analysis Archives*, Vol. 8, No. 1, January 2000.

underlies our entire vision for academic reform and has been our District's key area of instructional focus since 2010, when we began piloting RA training. Seminars for Critical Literacy were introduced in summer 2009 in elementary schools through our work with Just Think Literacy. Effective use of Critical Literacy approaches in the classroom support personalization of learning, as students are encouraged to bring their personal experiences, culture and social connections to the work.

(2) Using data systems that will inform teachers and principals about how they can improve instruction and learning and giving teachers the tools and support to use these systems effectively. These systems will also allow students and their families to track and support student growth.

(3) Transforming classrooms from teacher-centered to student-centered environments through the intentional introduction of hardware, software, infrastructure, and methodology for teaching and learning with 21st Century learning tools and inquiry-based, student-centered approaches.

(4) Implementing the Common Core State Standards that have been adopted by 46 states because they support deeper student learning and help students to succeed in higher education and in the workplace. Implementation includes extensive classroom coaching and summer and school-year professional development in mathematics and STEM instruction.

Our vision also includes the following key components that support students, educators and the community in furthering student success:

- A whole-community approach to education has already been launched in several ways. Our large comprehensive high school, James Logan High has been designated a Full Service Community School by the National Coalition of Community Schools. The "Union City Kids' Zone" provides multi-dimensional support for children and families; and our new 21st Century Community Learning Centers grant serves three of our high-need schools. The community schools approach is critical to ensuring that our highly diverse schools have the support and resources they need to enable all children to thrive.
- Restructured systems of student assessment align with Common Core State Standards and will demonstrate students' mastery of subject matter as well as analytical, persuasive, and technical skills.

- Teacher and principal evaluation systems incorporating student growth have historically been developed collaboratively by classroom teachers, principals, and District leaders, with union support. Our current Evaluation Task Force will update that evaluation process and continue to incorporate student growth and achievement over time.

(1) Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.

Beginning in the 2014-15 school year, all California Districts will adopt the Common Core State Standards (CCSS), which were developed through a multi-state initiative to establish consistent, clear education standards for English-language arts and mathematics across the nation. These standards define the knowledge and skills students should develop during their K-12 education careers so that they will graduate from high school able to succeed in credit-bearing academic college courses and in workforce training programs. The standards are aligned with college and work expectations; they are clear, understandable and consistent; they include rigorous content and application of knowledge through high-order skills; they build upon strengths and lessons of current state standards; they are evidence-based; and they are informed by other top performing countries' educational systems, so that all students are prepared to succeed in our global economy and society. Under the CCSS, students will learn to work collaboratively and use digital media to express and present evidence-based fiction and non-fiction literary analysis. The CCSS also focuses on extending mathematical thinking to real-world challenges so that students develop a depth of understanding and an ability to solve everyday problems through the power of mathematics.

Like most Districts in the state, NHUSD is currently following the CCSS Systems Implementation Plan for California, which includes three major phases and activities. The first phase involves increasing awareness of the CCSS, introduces the initial planning system to implement it, and establishes ways to collaborate with interested parties. The second phase outlines a transition period of building resources, assessing needs, establishing new professional learning opportunities, and expanding collaboration between stakeholders. The third phase will include the implementation of new professional learning supports, fully CCSS-aligned curriculum, instruction, and testing; and the integration of these elements in all classrooms.

Classroom work with critical literacy practices supported by WestEd (Reading Apprenticeship (RA)) and by Just Think Literacy (Critical Literacy (CL)) will give students the skills to analyze texts, make key connections, build knowledge, and think and communicate about their learning process. Critical literacy underlies our entire vision for academic reform and has been our District's key area of instructional focus since 2010, when we began piloting RA professional development.

(2) Building data systems that measure student growth and success, and inform teachers and principals with data about how they can improve instruction. The District uses the standards-aligned Northwest Evaluation Association (NWEA) assessments (Measures of Academic Progress - MAP) currently administered three times yearly. This will be complemented by the use of *Data-Director*, an online data and assessment management system that allows District staff to view, disaggregate, and analyze student assessment data. With *DataDirector,* teachers and administrators will be able to compare multiple sets of data so that they may identify needed interventions and drive the academic achievement of all students. The web-based system provides immediate feedback, longitudinal tracking and reporting of student assessment data, student demographic data, and program/event attendance, as well as professional development activities, paraprofessional activities, student grades and teacher data.

Furthermore, the NHUSD created the Grading and Assessment Task Force to address two key issues: (1) current inconsistencies in how student performance is evaluated—across schools, across grades, and even across teachers who teach the same course; and (2) the often weak relationship between students' academic levels as measured by NWEA and the California Standards Tests, and the teacher-assigned student grades. The Task Force is composed of teacher representatives from every school, as well as parents and high school students. The group is in the process of developing strategies to share their learning about personalization of learning, grading and assessments based on student learning versus their "behavior" toward learning, and the concept of students becoming better managers of their own time by making decisions about how to prioritize their work.

3. Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most. Research demonstrates that highly effective teachers and school leaders help build and support learners who learn, not just students who reproduce information. Our teachers know that every student is unique and needs individual support to succeed, but they often

lack usable, accessible information and tools, which creates an unsustainable burden on their time and resources. In the classroom environment, the interpersonal relationship between teacher and students plays what is probably the most important role in the students' learning process.[2] Our vision is to enhance this relationship by identifying the needs and learning styles of individual students and providing meaningful professional development for teachers and other educators to capitalize on this knowledge. High-quality, personalized instruction that provides learning for **all** students in **all** classrooms and the delivery of instruction in innovative ways, in 21st Century environments, are key to achieving this vision.

To ensure all teachers hold themselves to the highest standards, the New Haven Teachers Association and the District formed an Evaluation Task Force that includes an equal number of NHTA teacher members and administrators. The Task Force has been working since May 2012 to create an evaluation process that supports growth in teaching and learning and uses multiple measures to assess progress. By the beginning of the 2014 school year, in collaboration between the Evaluation Task Force and other education stakeholders, we will have established District-wide evaluation systems that meaningfully differentiate teachers and principals by effectiveness across specific performance levels and provide substantive feedback to teachers and principals to improve their practice and inform professional development. Our goal is to foster collaboration and development opportunities in schools and build instructional teams of teachers, leaders, and other school staff, including paraprofessionals, to support educators in improving their instructional practice through effective, ongoing, job-embedded, professional development that is targeted to meet the needs and build on the strengths of individual students.

(4) Turning around lowest-achieving schools NHUSD is committed to a comprehensive and integrated approach to transforming our lowest-achieving schools. We have already made a clear commitment to important changes, adopted a strong District-wide belief system, and focused on building a culture of learning and support across the District and the communities it serves, especially for low-performing schools. We are committed to maintaining a consistent focus on improving instruction and higher achievement for all stu-

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[2] Brekelmans, M., Wubbels, Th., & Brok, P. den (2002). Teacher experience and the teacher-student relationship in the classroom environment. In S. C. Goh & M. S. Khine (Eds.), *Studies in educational learning environments: an international perspective* (pp.73-99).Singapore: World Scientific.

dents regardless of race, gender, ethnicity, socioeconomic status, limited English proficiency, disability or giftedness. We are committed to consistently implementing evidence-based practices. Our District has been making inroads to eradicate our achievement gap and to ensure that low-income, English learner and students with disabilities (SWD) receive the support they need to be successful learners. Our RTT-D application will further prioritize the lowest-achieving schools – providing teachers with expert professional development that drives more personalized and rigorous instruction, robust use of technology for teachers and students, social-emotional support services, greater parental engagement, and accountability for results.

(A)(2) Applicant's approach to implementation.

Support high-quality LEA-level and school-level implementation of that proposal, including (a) A description of the process that the applicant used or will use to select schools to participate.

The NHUSD Superintendent convened a series of meetings that included the District Cabinet, District technical staff, outside content experts, several representatives of the bargaining unit, site principals, and representation from the District-wide Kid's Zone Collaborative (See Roster of Participants attached in the Appendix page 329). This group worked diligently and candidly together to establish the most effective plan of action possible, given the challenges faced by the District and the pre-existing reform efforts underway in the District. In addition, representatives of the District engaged with the School Site Councils, Parent Teacher Councils, and independent consultants to obtain input on the schools to be selected and/or prioritized for inclusion in the application. As a result of this robust process, it was decided to include all 12 schools in the District. This decision was made because the District is small enough that it was feasible to affect every school and every student in the District with the transformation model we have adopted. We believe that implementing a comprehensive plan for the entire District is the most equitable and effective approach since inequitable academic performance is pervasive throughout the District – at both high and low achieving schools.

However, we are prioritizing our lowest performing schools for immediate intervention which will build on existing reform efforts. The low-performing schools are Cesar Chavez Middle; Hillview Crest, Guy Emanuele, and Searles Elementary; and Conley-

Caraballo Continuation High. In addition, we will prioritize working with James Logan High, as the only comprehensive high school in the District. That said, it is our intention to affect every teacher and every school in the District through deep professional development beginning in the summer of 2013. Teachers will be provided strategic literacy, math, and/or instructional use of technology professional development during five-day summer workshops, followed by another five days of professional development and robust professional coaching during the year. All teachers will be part of at least one professional learning community (PLC) either in their school or across multiple schools. To accomplish this rapid roll out without taking teachers out of their classrooms too frequently, we plan to pay teachers to attend summer institutes and professional development workshops outside of teaching hours. Peer observation and collaboration will be encouraged as well, which necessarily will involve substitute teachers and remove teachers from their classrooms for brief periods of time. To mitigate negative effects, we will utilize long term substitutes who will have time to build their own capacity and come up to speed on the transformational work that we are undertaking.

Ensuring that the participating schools collectively meet the competition's eligibility requirements. As an LEA the New Haven Unified School District meets criterion (1)(a) of the Eligibility Requirements. The NHUSD proposes to serve approximately 10,000 students in the first year of implementation, which exceeds the 2,000 student minimum (criterion (1)(b)). Currently 42.3% of the NHUSD student population is enrolled in the Richard B. Russell National School Lunch Act program (criterion (1)(c)). Furthermore, the NHUSD has committed to effectively serve high-need students, including students at risk of educational failure or otherwise in need of special assistance and support, such as students who are living in poverty, are far below grade level, are at risk of not graduating with a diploma on time, are homeless, are in foster care, have been incarcerated, have disabilities, or are English learners. To ensure that we meet the needs of these students, we propose robust professional development and support for all certificated and classified NHUSD personnel, including principals and other administrators, teachers, other professional instructional staff (e.g. curriculum leaders, coaches, instructional staff who operate library, media, and computer labs), and pupil support services staff (e.g., counselors, nurses, interns). The NHUSD hereby expresses its commitment to the signed assurances (See attached) The NHUSD will implement no later than the 2014-2015 school year:

(A) A teacher evaluation system (as defined in this notice); The NHUSD has a track record of including student achievement as one factor in the evaluation of its teachers. As explained later in this application, the NHUSD and the District collective bargaining unit have agreed to implement a new evaluation system that includes student achievement as a significant part of the teacher evaluation process by 2014-15. The Evaluation Task Force is a bargaining committee that is comprised of equal representation of bargaining unit and District personnel, and it is currently meeting to reach an agreement on this matter.

(B) A principal evaluation system (as defined in this notice). The NHUSD currently has a principal evaluation system that takes student achievement into account in the evaluation of all principals. This will remain in force for the period of this grant.

(C) A superintendent evaluation (as defined in this notice). The NHUSD currently has a superintendent evaluation process that includes student achievement as a part of that evaluation. This will remain in force for the period of this grant.

(D) The NHUSD is committed to preparing all students for college or career, as demonstrated by being located in a State that has adopted college- and career-ready standards (as defined in this notice). The State of California has adopted the Common Core State Standards as its college- and career-ready standard.

(E) The NHUSD has a robust data system that has an individual teacher identifier with a teacher-student match; and the capability to provide timely data back to educators and their supervisors on student growth (as defined in this notice). The NHUSD proposes to utilize its Q student information system in combination with DataDirector to provide individual teacher-student matching and to provide rapid time data to educations and supervisors on student growth.

(F) The NHUSD has the capability to receive or match student level preschool through 12th grade and higher education data;

NHUSD has the capability to match data from the California Longitudinal Pupil Achievement Data System (CALPADS) with postsecondary enrollment data from the National Student Clearinghouse (NSC). The California Longitudinal Pupil Achievement Data System (CALPADS) was created to enable California to meet federal requirements delineated in the No Child Left Behind (NCLB) Act of 2001, which increases accountability for student achievement. CALPADS has been operational since 2009. Since its beginning, CALPADS has enabled the migration of numerous methods of aggregate data collection to CALPADS, creating a central, cohesive

system that maintains quality student-level data, as well as providing a vehicle that tracks individual student enrollment history and achievement data which thus provides reliable longitudinal information. We have the ability to match student data from state-funded preschool with CALPADs and import into our own Student Information System.

(G) The NHUSD ensures that any disclosure of or access to personally identifiable information in students' education records complies with FERPA. See signed assurance attached.

(H) Required signatures for the LEA or lead LEA in a consortium are those of the superintendent or CEO, local school board president, and local teacher union or association president (where applicable). See signatures attached.

(a) A list of the schools that will participate in grant activities (as available). The list of schools participating in grant activities is provided in Table (A)(2). All District schools will participate in grant activities.

(b) The total number of participating students (as defined in this notice), participating students (as defined in this notice) from low-income families, participating students (as defined in this notice) who are high-need students (as defined in this notice), and participating educators (as defined in this notice).

For the total number of participating students, participating students from low-income families, participating students who are high-need students, and participating educators, please see Table (A)(2), below.

Table (A)(2)	**School Demographics**									
	Raw Data Actual numbers or estimates						**Percentages**			
		A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**
Participating School	**Grades/Subjects included in Race to the Top - District Plan**	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School (B/F)*100	% of Participating students from low-income families (D/B)*100	% of Total LEA or consortium low-income population (D/E)*100
Alvarado Elementary	K-5	35.6	864	58	417	6,264	864	100%	48%	7%

Delaine Eastin Elementary	K-5	38.5	922	44	169	6,264	922	100%	18%	3%
Guy Jr. Emanuelle Elementary	K-5	34	728	75	412	6,264	728	100%	57%	7%
Hillview Crest Elementary	K-5	32	667	99	455	6,264	667	100%	68%	7%
Tom Kitayama Elementary	K-5	36.2	878	54	318	6,264	878	100%	36%	5%
Pioneer Elementary	K-5	36	832	96	330	6,264	832	100%	40%	5%
Searles Elementary	K-5	31	718	78	429	6,264	718	100%	60%	7%
Alvarado Middle	6~8	55.4	1,400	318	479	6,264	1,400	100%	34%	8%
Cesar Chavez Middle	6~8	59.4	1,500	447	789	6,264	1,500	100%	53%	13%
Conley-Caraballo Alternative	6~8	2	9	9	9	6,264	9	100%	100%	0%
Conley-Caraballo Core	9~12	17.4	219	75	78	6,264	134	163%	36%	1%
James Logan High School	9~12	159.4	4,133	542	1599	6,264	4,133	100%	39%	26%
Decoto School (IS)	K-12	6	65	N/A	0	6,264	65	100%	0%	0%
Total	**541**	**12,719**	**1,895**	**5,475**	**6,264**	**12,850**	**100%**	**43%**	**88%**	**541**

(A)(3) LEA-wide reform and change

How the reform proposal will be scaled up and translated into meaningful reform to support District-wide change beyond the participating schools (as defined in this notice), and will help the applicant reach its outcome goals. Our approach to implementation builds on the four RTT-D essential educational assurances. The Logic Model displayed below illustrates our approach and lists both our intermediate and long-term outcomes. Table A(3) outlines our plan for implementing our District's vision and scaling it up over time to impact outcomes for all students in the District.

NHUSD RTT-D Logic Model

Core Areas	INPUTS	ACTIVITIES	Intermediate Outcomes	LONG-TERM OUTCOMES
Standards and Assessments that prepare students for college and the workplace	• Research-based instruction in literacy across curriculum • Critical Thinking Tools • Grading/Assessment Task Force • Teacher/Principal Evaluation Task Force • Smarter Balanced Consortium Assessments and Common Core State Standards (CCSS) • Personalized learning based on accurate assessments of interest, strengths, areas for improvement	Intensive Professional Development (P.D.) on: • CCSS and assessments • Reading Apprenticeship 7-12 • Just Think Literacy K-6 • Writer's Workshop K-8 • College Board • Personalized learning & adaptive assessment	• Enhanced 21st Century Skills: -Critical thinking -Problem solving -Written communication -Research, etc. • Matriculate to college • Graduate High School with college/career-readiness	• **Systemic implementation of Common Core State Standards (CCSS) and a coherent, sequential and relevant plan with focused, vertically aligned goals for college and career** • **Increased student achievement and graduation rates** • **Use of multiple measures and high quality assessments including access to rigorous work, academic progress, attendance, grade retention, and course promotion** • **A progressive system of formative supervision grounded in the idea of teacher growth** • **Eliminate achievement gaps** • **Equitable distribution of teachers & resources to historically under-performing schools**
Data Systems that improve instruction	• NWEA Assessments • *Data Director* incorporates multiple data system inputs, provides daily feedback	P.D. to implement more effective ways to use assessment for learning, and to provide teachers with the tools to make formative decisions regarding learning	• Customized student interventions based on NWEA and Data Director assessments • Improved student understanding of learning progress	
Effective teachers and principals	• Teacher, Principal Evaluation Task Force • Professional Learning Communities (PLCs) • Technology Integration • Personalized learning	• Develop agreement on measures of effectiveness; provide P.D. to teachers • Support teams and PLC (ILT, Grade level teams, vertical articulation, Academic Parent-Teacher teams) • Individualized pathway planning leading to improved academic outcomes • Roll out technology tools and Open Educational Resources with systematic P.D.	• Highly effective educators • Efficient intervention systems • PLCs around standards, assessments & pedagogy (across grade levels & spans) • Teachers have flexible educational tools, skills to support personalized student learning 24/7	
Turning around low-performing schools	• Teacher recruitment & placement • Full Service Community Schools (Logan HS now, others soon) • 21st Century Community Learning Centers • Union City Kid's Zone services and supports	• Place highly effective teachers with higher-need students • Provide multi-faceted supports to students & families • Develop expanded, strengthened partnerships • Utilize all inputs and activities above	• Highly effective teachers in low-performing and high-performing classrooms • Parents highly engaged in schools, student goal setting • Community partnerships with schools • Community perception of schools as community hubs	

Table A(3). Summary: Implementation of Reform Vision (Y1 starts January 2013)

Activities	Y Q	Deliverables	Responsible
Goal: 1 Expand teacher capacity to personalize learning for all students			
Intensive planning; recruitment of academic coaches, data/technology trainers, contracting with PD providers, identifying lead teachers for assessment coaching	Y1 Q1-2	Coaches hired in literacy (10.5), math (11), PD providers contracted, lead teachers identified and prepped,	Superintendent, Project Director, Chief Academic Officer (CAO)
Summer institutes for Reading Apprenticeship, Just Think Literacy,	Y1 Q3 Y2 Q3	240 teachers, grades 7-12 trained in RA 240 teachers , grades K-6, trained in JTL	CAO, Project Director
Summer institutes for math teachers	Y2 Q3 Y3 Q3	274 teachers, grades K-12, trained in inquiry-based math	CAO, Project Director
In-classroom literacy coaching for teachers in all grade spans	Y1-Y4 Q4	200 teachers per year receive evidence-based coaching in applying Critical Literacy (RA or JTL), follow-up coaching in Y4	CAO, literacy coaches
In-classroom math coaching for teachers in all grade spans	Y2-Y4 Q1-Q4	200 teachers per year receive evidence-based coaching in applying Critical Literacy (RA or JTL)	CAO, math coaches
In-classroom coaching in personalized learning assessment for teachers in all grade spans	Y1-Y3 Q3-Q4	1 teacher lead per site provides coaching in personalized learning	Teacher leads at each site, Project Director
Increase personalization for EL students at high school level	Y1-Y4 Q4	2 FTE teachers create small-size EL intervention classes at James Logan	James Logan Principal
Goal 2: Enhance educator and student use of 21st-century learning tools			
Intensive planning: purchase devices, software; schedule professional development;; recruit and hire personnel; identify lead teachers for technology roll out; refine technology use policies, device policies	Y1 Q1-Q3	tech/data specialists hired, technology trainer hired, lead teachers identified, media center specialists hired	Superintendent, Project Director, CAO, Director of Technology
Initial professional development for teachers – using technology in classroom	Y1 Q3 Y2 Q3	All teachers trained in using technology	

Table A(3). Summary: Implementation of Reform Vision (Y1 starts January 2013)

Activities	Y Q	Deliverables	Responsible
Roll out devices to high school teachers, students	Y1 Q4	170 high school teachers and 4,500 high school students have broadband-capable devices for classroom and take-home use	Project Director, Director of Technology, CAO
Enhance teacher, student access to rich supply of digital resources	Y1, Q3 to Y2, Q4	- 11 FTE digital media specialists staff digital media centers at each school site - 4 portable document camera setups per elementary and middle school (52 total), 6 at Logan HS, 1 at each alternative school	Director of Technology, CAO,
Roll out devices to elementary/middle schools	Y2, Q4	- 430 elem/middle school teachers have devices for classroom and take-home use - 8,400 elem/middle students have access to devices at school at a 2:1 ratio	Director of Technology, CAO
Create Professional Learning Community around Open Educational Resources (OER)	Y2, Q1	- Each site's Instructional Learning Team (ILT) has at least 1 member responsible for researching and sharing OER best practices	ILTs, Project Director, Tech staff
Ongoing coaching on best practices in 21st Century learning tools	Y1, Q4 to Y4,Q4	- By end of Y2, at least 35% of teachers regularly using 21st Century learning tools. By end of Y3, 45%, by end of Y4, 55%	Director of Technology
Sustainability planning for 21st Century learning tools	Y1, Q4 to Y4,Q4	- Float technology renewal bond by end of Y3 - Pursue additional funding for technology upgrades	Superintendent, Director of Technology
Goal 3: Increase use of data to drive teaching and learning			
Planning activities: purchase DataDirector; recruit and hire Software Systems developer to link data from NWEA, Q, etc. and provide customization for NHUSD needs	Y1 Q1-2	DataDirector subscription in place, Tech staff in place, data systems linked	Project Director, Director of Technology, CAO, Director of Evaluation/Assessment
Professional Development in DataDirector	Y1, Q3 to Y3,Q3	600 NHUSD teachers receive 20 hours of professional development in using NWEA/DataDirector, DD Item Banks, creating individualized formative assessments. Profes-	Project Director, Director of Technology, CAO, Director of Evaluation/Assessment

Table A(3). Summary: Implementation of Reform Vision (Y1 starts January 2013)

Activities	Y Q	Deliverables	Responsible
		sional development rolled out over 3 years	
Roll out DataDirector in all classrooms	Y1, Q3	DataDirector accounts for all NHUSD educators.	Director of Technology
Finalize rubric for teacher/principal evaluation linked to student growth	Y2, Q2	-NHTA (collective bargaining unit) and School Board adopt new evaluation policies in alignment with RTT-D requirements	Superintendent, HR Director, NHTA
Use data-driven instruction as focus of at least 6 ILT meetings each year at each site	Y2, Q4 to Y4, Q4	-Teachers logging on to NWEA/DD; creating formative assessments - Teachers fully aware of how to use data to drive student growth -Teachers fully aware of how student growth is linked to their evaluation process	CAO, Director of Evaluation/Assessment, Director of HR, ILTs
Goal 4: Create continuum of supports for students and families, starting with high-need students			
Planning– Kids' Zone Director lays out plans for community school ramp-up with new staff, publicizes RTT-D initiative to community, disburses funds to 21st CCLC sites for materials purchases,	Y1 Q1-3	- New hourly staff recruited, assigned as academic liaisons, parent educators - Community informed of RTT-D activities - 21st C Kids' Zone sites have increased enrichment and academic supplies	Kids' Zone Director, KZ Steering Committee & Advisory Board, 21st CCLC site coordinators and principals
Establish Fremont Family Resource Center SparkPoint satellite center at Kids' Zone offices	Y1 Q1-3	- FRC SparkPoint in place by Sept 2013 - SparkPoint serves at least 150 Decoto residents in 2013-14, 250 in 14-15, 300 in 15-16, 500 in 16-17 and ongoing	Kids' Zone Director, FRC
- Hire 2 part-time community liaisons to connect families to services, assist with community based work, follow up on chronic student attendance issues, arrange community events, training parents and community members, working with youth development programs **-Train the liaison along with a small**	Y1, Q3 to Y4, Q4	- Increase authentic family and community engagement in conversations and work on raising academic expectations, supporting student success, and developing a pipeline to college and career readiness. - 2 community liaison staff, 5 parent and 5 students trained in TOP - 5 community engagement meetings held each	Kids' Zone Director

Table A(3). Summary: Implementation of Reform Vision (Y1 starts January 2013)

Activities	Y	Q	Deliverables	Responsible
number of parents and youth in "Technology of Participation" facilitation.			year	
Train parents to use online tools to track student progress	Y1, Q3 to Y4, Q4		Parents log on to Q Parent Connect	Kids' Zone Director, Tech staff
Coordinate youth development activities at James Logan HS with Puente classes for Latino students	Y2, Q3 to Y4, Q4		- Part time Youth Development Teacher hired - Youth development and leadership project focused on closing the achievement gap and college and career readiness, including mentoring program and community engagement work.	James Logan Principal, Kids' Zone Director
Provide parent education in dealing with problem adolescent behaviors	Y1, Q3 to Y4, Q4		- At least 40 parents trained in Parent Project Senior each year	Kids' Zone Director
Implement Academic Parent-Teacher team conferencing – intensive parent engagement model	Y1, Q3 to Y4, Q4		- Y1, 100 teachers coached to implement APTT academic meetings; scaling up to 150 in Y2, 300 in Y3 & Y4	CAO, WestEd, Principals
Add mental health counselors to high need schools	Y1, Q3 to Y4, Q4		- 2 additional interns recruited and placed in Y1, additional 2 each year for a total of 8 by Y4.	Kids' Zone Director, FRC, Kids' Zone behavioral health partners
Sustainability and growth planning for Kids' Zone	Y1, Q4 to Y4, Q4		- At least $2 million raised in continuation funding by end of Y4 - At least 2 new foundation/corporate partners	Project Director, Kids' Zone Director
Goal 5: Establish rigorous, sustainable quality improvement process				
Planning: establish schedule of progress review at all levels of District, plus external stakeholders	Y1 Q1-3		- All forums for reviewing progress data and measures established (ILTs, leadership team meetings, school board review, community forum review)	Project Director, external evaluators
Planning: select implementation coaches, external evaluators	Y1 Q1		External evaluators, implementation coaches selected based on qualifications to support reform effort	Project Director, Superintendent
Planning: establish evaluation plan	Y1 Q1-2		- Complete evaluation plan with timelines for collecting quantitative and qualitative data for	Project Director, external evaluators

Table A(3). Summary: Implementation of Reform Vision (Y1 starts January 2013)

Activities	Y Q	Deliverables	Responsible
		all performance measures, desired results and research questions	
Implementation coaching from external experts in education reform	Y1, Q1 to Y4, Q4	- Quarterly reports on implementation process - Minutes of monthly meetings with RTT-D leadership team	Implementation coaches, Project Director, CAO, Superintendent
Sustainability planning for continuous improvement District-wide	Y1, Q1 to Y4, Q4	Plan to continue quarterly continuous improvement processes after grant period	Project Director, external evaluators, implementation coaches
Evaluation reporting	Y1, Q2 to Y4, Q4	- Quarterly updates from evaluation team to inform stakeholders of progress, recommend program or performance measurement adjustments - Annual reports and presentations to stakeholders - Summative report at end of grant period	External evaluators, Project Director

(A)(4) LEA-wide goals for improved student outcomes

Table A(4), below, outlines our plan to achieve goals a-d through coordinated implementation of teacher professional development to improve instructional quality, data driven instruction and a continuum of student and family supports.

Table (A)(4) Plan for achieving improved student outcomes

Activities	Rationale	Y Q	Deliverables	Responsible
Goal: 1 Improve student performance on summative assessments				
Pilot CCSS implementation in three schools	Summative assessments changing to align with CCSS in 2014	Y1 Q1-2	Pilot classrooms report to ILTs	Chief Academic Officer (CAO), Director of K – 12 Instructional Programs (D K-12)
Summer institutes for Reading Apprenticeship, Just Think Lit-	Critical literacy, Math instruction improvement will lead to	Y1, Q3 to Y2,	All teachers trained in RA or JTL	CAO, Project Director, D K-12

Table (A)(4) Plan for achieving improved student outcomes

Activities	Rationale	Y Q	Deliverables	Responsible
eracy, Math Studio Projects	improved assessment scores	Q3	274 teachers, grades K-12, trained in inquiry-based math	
In-classroom coaching in literacy, math, personalized learning , technology use and 21st Century learning tools for teachers in all grade spans	Increased personalization of learning and use of 21st C learning tools will lead to improved assessment scores	Y1, Q4 to Y4, Q4	200 teachers per year receive evidence-based coaching in applying Critical Literacy (RA or JTL), follow-up coaching in Y4	CAO, D K-12, literacy coaches, teacher leads in personalized assessment, Project Director
Increase small-group intervention for EL students at high school level	EL students need extra support in attaining proficiency in core subjects	Y1, Q4 to Y4, Q4	2 FTE teachers create small-size EL intervention classes at James Logan	James Logan Principal
Roll out technology professional development, devices, and use of 21st Century learning tools in classrooms and home	Technology will allow for increased personalization of learning, extra time for learning, and will also promote increased student engagement	Y1, Q3 to Y4, Q4	- All teachers trained in using technology and using OER - Tablets and document cameras in all classrooms - HS and MS students have take-home devices; Elementary students have 2:1 device ratio in classrooms	CAO, D K-12, Tech. Director and staff, Project Director
Goal 2 and Goal 3:Decrease achievement gaps and increase graduation rates				
Provide targeted academic interventions for students at risk academically based on on-track indicators, DataDirector and NWEA assessments	Warning signs of academic failure need to be addressed early	Y1, Q1 to Y4, Q4	Already in place, RTT-D funds will enable expansion through use of DataDirector	Director of Student Intervention
Ensure low-income families access Comcast device and broadband internet access program	Levels playing field for students ensuring access to learning at home.	Y1, Q3 to Y2, Q3	By Y2, 95% of students have broadband and a connected computer at home	Project Director, Kids' Zone Director, Community Liaisons

Table (A)(4) Plan for achieving improved student outcomes

Activities	Rationale	Y Q	Deliverables	Responsible
Increase attendance rates through targeted interventions	Students who attend school consistently are more likely to achieve in school and graduate	Y1, Q3-Y4, Q4	Increased # and % of students attending at least 95% of school days	Director of Student Interventions
Adopt teacher/principal evaluation linked to student growth	Teacher evaluation linked to all student achievement will mean closer attention to underperforming students	Y2, Q2	NHTA (collective bargaining unit) and School Board adopt new evaluation policies	Superintendent, HR Director, NHTA
Establish Fremont Family Resource Center SparkPoint satellite center at Kids' Zone offices	Stable families are more likely to have students who achieve in school and graduate	Y1, Q1-3	FRC SparkPoint in place by Sept 2013, serves at least 150 Decoto residents in 2013-14, 250 in 14-15, 350 in 15-16, 500 in 16-17	Kids' Zone Director, FRC
Hire 2 part-time community liaisons to connect families to services as described in Table A(3) above	Increased family engagement and community support increases positive youth development assets which lead to higher achievement	Y1, Q1 to Y4, Q4	Increase authentic family and community engagement	Kids' Zone Director
Train parents to use online tools to track student progress	Increased parent engagement correlates with school success	Y1, Q3 to Y4, Q4	Parents log on to Q Parent Connect	Kids' Zone Director, Tech staff
Provide parent education in dealing with problem adolescent behaviors	Stable families are more likely to have students who achieve in school and graduate	Y1, Q3	At least 40 parents trained in Parent Project Senior each year	Kids' Zone Director
Implement Academic Parent-Teacher team conferencing – intensive parent engagement model	Increased parent engagement correlates with school success	Y1, Q3 to Y4, Q4	1, 100 teachers coached to implement APTT academic meetings; scaling up to 150 in Y2, 300 in Y3 & Y4	CAO, WestEd, Principals
Add mental health counselors to high need schools	Students with mental health issues are more likely to be truant, suspended or expelled	Y1, Q3 to Y4, Q4	-2 additional interns recruited and placed in Y1, additional 2 each year for a total of 8 by Y4.	Kids' Zone Director, FRC, Kids' Zone behavioral health partners

Table (A)(4) Plan for achieving improved student outcomes

Activities	Rationale	Y Q	Deliverables	Responsible
Coordinate youth development activities at Logan HS with Puente classes for Latino students	Puente has been shown to narrow achievement gap and increase graduation rates	Y2, Q3 to Y4, Q4	Youth development and leadership project focused on closing the achievement gap	Logan Principal, Kids' Zone Director
Goal 4: Increase college enrollment				
Implement Academic Parent-Teacher team conferencing for student and parent goal-setting	Having clear college/career goals correlates to	Y1, Q3 to Y4, Q4	1, 100 teachers coached to implement APTT academic meetings; scaling up to 150 in Y2, 300 in Y3 & Y4	CAO, WestEd, Principals
Include FAFSA application process in senior career counseling unit	FAFSA application rates correlate with college enrollment rates	Y1, Q3 to Y4, Q4	Percentage of seniors submitting completed FAFSA increases to 80% by Y4	Counselors, teachers in APTT
Increase college outreach, recruitment, and planning information in lower-income neighborhoods	Many low-income parents believe college is unattainable	Y1, Q3 to Y4, Q4	Community college fairs and workshops	Kids' Zone community liaison
Expand Puente program for Latino students	Puente has been shown to increase college enrollment	Y1, Q3 to Y4, Q4	Two additional sections of Puente each year	Logan Principal
Add additional Career Technical Educational offerings to increase student engagement	Students will have clearer ideas of their interests, skills, and goals through participation in CTE	Y1, Q3 to Y4, Q4	Increased enrollment and completion of CTE classes	Logan, CCHS, and IS principals
Implement CCSS-based instruction	CCSS-based instruction explicitly ties to college and career	Y2, Q3 to Y4, Q4	Students prepared for CCSS-based assessments in 2014	CAO, D K-12

Table (A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test): California Standardized Tests (CST) in English Language Arts (ELA) and Match

Methodology for determining status: Percent Proficient and Advanced

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels): Projected change in percentage of students scoring Proficient or Advanced on grade-level CSTs in ELA and Math.

Goal area	Subgroup	Baseline (optional)				Baseline(s)		Goals				Post Grant
		SY 2006-07	SY 2007-08	SY 2008-09	SY 2009-10	SY 2010-11	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Percent At or Above Proficient - ELA	OVERALL	**48.8%**	**52.6%**	**56.4%**	**57.8%**	**57.7%**	**58.4%**	**64.5%**	**70.6%**	**76.8%**	**82.9%**	**89.0%**
	Asian	**65.2%**	68.1%	73.2%	74.5%	74.0%	73.8%	78.5%	83.1%	87.8%	92.5%	97.2%
	Filipino	**59.9%**	62.1%	66.2%	67.6%	68.9%	70.2%	75.1%	80.0%	84.8%	89.7%	94.6%
	Am. Indian or Alaska Native	**52.2%**	64.0%	31.6%	66.7%	NA	NA	NA	NA	NA	NA	NA
	White	**57.5%**	63.7%	63.0%	68.0%	64.8%	67.0%	72.1%	77.2%	82.3%	87.4%	92.6%
	Two or More Races	**NA**	NA	NA	60.7%	64.7%	63.1%	69.0%	74.9%	80.7%	86.6%	92.5%
	Native Hawaiian or Pac. Isl.	**44.1%**	47.2%	54.3%	58.9%	57.6%	57.0%	63.4%	69.8%	76.2%	82.6%	89.0%
	English Learners	**36.7%**	39.7%	43.8%	45.5%	45.1%	44.6%	52.2%	59.8%	67.5%	75.1%	82.7%
	Socioecon. Disadvantaged	**32.0%**	35.7%	39.1%	43.2%	43.9%	44.3%	51.9%	59.4%	67.0%	74.5%	82.1%
	Hispanic or Latino	**32.8%**	37.2%	42.3%	42.0%	42.7%	42.7%	50.5%	58.2%	66.0%	73.7%	81.5%
	Black or African American	**32.7%**	37.8%	44.0%	44.4%	42.6%	47.3%	54.1%	61.0%	67.8%	74.6%	81.5%
	Students with Disabilities	**22.9%**	26.8%	36.2%	33.8%	36.7%	35.6%	44.2%	52.8%	61.3%	69.9%	78.5%
Percent At or Above Proficient - M[illegible]	OVERALL	**51.5%**	54.6%	55.4%	56.7%	53.5%	53.0%	60.2%	67.4%	74.6%	81.8%	89.0%
	Asian	**69.9%**	75.4%	76.2%	75.1%	73.5%	73.5%	78.6%	83.7%	88.8%	93.9%	99.0%
	Am. Indian/Alaska Native	**52.2%**	54.2%	38.9%	63.6%	NA	NA	NA	NA	NA	NA	NA
	Filipino	**64.3%**	65.1%	66.7%	65.0%	61.9%	62.3%	68.5%	74.7%	80.8%	87.0%	93.2%
	Two or More Races	**NA**	NA	NA	64.5%	59.6%	56.4%	63.5%	70.7%	77.8%	84.9%	92.1%
	White	**56.2%**	60.1%	58.3%	59.8%	57.6%	56.9%	63.7%	70.6%	77.4%	84.2%	91.1%

Table (A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test): California Standardized Tests (CST) in English Language Arts (ELA) and Match

Methodology for determining status: Percent Proficient and Advanced

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels): Projected change in percentage of students scoring Proficient or Advanced on grade-level CSTs in ELA and Math.

Goal area	Subgroup	Baseline (optional)				Baseline(s)		Goals				Post Grant
		SY 2006-07	SY 2007-08	SY 2008-09	SY 2009-10	SY 2010-11	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	English Learners	**45.9%**	**48.4%**	**48.5%**	**51.6%**	**48.3%**	**48.1%**	**55.8%**	**63.4%**	**71.1%**	**78.7%**	**86.4%**
	Native Hawaiian or Pac. Isl.	**51.0%**	49.7%	53.0%	53.7%	47.1%	48.0%	55.6%	63.1%	70.7%	78.2%	85.8%
	Socioecon. Disadvantaged	**37.2%**	40.3%	40.2%	45.0%	42.1%	40.9%	49.4%	57.9%	66.3%	74.8%	83.3%
	Hispanic or Latino	**35.9%**	38.3%	40.1%	43.6%	39.8%	38.6%	47.3%	56.0%	64.7%	73.4%	82.2%
	Black or African American	**31.1%**	34.6%	38.2%	38.8%	35.3%	32.6%	42.1%	51.5%	61.0%	70.4%	79.9%
	Students with Disabilities	**24.0%**	29.7%	34.7%	34.2%	34.7%	30.8%	40.6%	50.3%	60.1%	69.8%	79.6%

(A)(4)(b) Decreasing achievement gaps (as defined in this notice) Specific methodology for determining achievement gap (as defined in this notice): The District's Director of Evaluation, Research and Assessment compared the percentages of our highest achieving subgroup, Asian students, achieving Proficient or Advanced levels on grade-level CSTs in ELA and Math, to every other statistically significant subgroup in the District

Table (A)(4)(b) Decreasing achievement gaps

Goal area	Identify subgroup and comparison group	Baseline (optional)				Baseline(s)		Goals				Post Grant
		SY 2006-07	SY 2007-08	SY 2008-09	SY 2009-10	SY 2010-11	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Pe	Asian & Filipino students	**5.3%**	**6.0%**	**7.0%**	**6.9%**	**5.1%**	**3.6%**	**3.4%**	**3.2%**	**3.0%**	**2.8%**	**2.6%**

Table (A)(4)(b) Decreasing achievement gaps

Goal area	Identify subgroup and comparison group	Baseline (optional)				Baseline(s)		Goals				Post Grant
		SY 2006-07	SY 2007-08	SY 2008-09	SY 2009-10	SY 2010-11	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Asian & American Indian or Alaska Native students	**13.0%**	4.1%	41.6%	7.8%	NA	NA	NA	NA	NA	NA	NA
	Asian & White students	**7.7%**	4.4%	10.2%	6.5%	9.2%	6.8%	6.4%	5.9%	5.5%	5.0%	4.6%
	Asian & Two or More Races students	**NA**	NA	NA	13.8%	9.3%	10.7%	9.5%	8.3%	7.1%	5.9%	4.7%
	Asian & Native Hawaiian or Pacific Islander students	**21.1%**	20.9%	18.9%	15.6%	16.4%	16.8%	15.1%	13.4%	11.6%	9.9%	8.2%
	Asian & English Learners students	**28.5%**	28.4%	29.4%	29.0%	28.9%	29.2%	26.3%	23.3%	20.4%	17.4%	14.5%
	Asian & Socioeconomically Disadvantaged students	**33.2%**	32.4%	34.1%	31.3%	30.1%	29.5%	26.6%	23.7%	20.8%	17.9%	15.1%
	Asian & Hispanic or Latino students	**32.4%**	30.9%	30.9%	32.5%	31.3%	31.1%	28.0%	24.9%	21.8%	18.7%	15.7%
	Asian & Black or African American students	**32.5%**	30.3%	29.2%	30.1%	31.4%	26.5%	24.3%	22.2%	20.0%	17.9%	15.7%
	Asian students & Students with Disabilities	**42.3%**	41.3%	37.0%	40.7%	37.3%	38.2%	34.3%	30.4%	26.5%	22.6%	18.7%
Percent At or Above Proficient - Math	Asian & American Indian or Alaska Native students	**17.7%**	21.2%	37.3%	11.5%	NA	NA	NA	NA	NA	NA	NA
	Asian & Filipino students	**5.6%**	10.3%	9.5%	10.1%	11.6%	11.2%	10.1%	9.0%	8.0%	6.9%	5.8%
	Asian & Two or More Races students	**NA**	NA	NA	10.6%	13.9%	17.1%	15.1%	13.0%	11.0%	9.0%	7.0%
	Asian & White students	**13.7%**	15.3%	17.9%	15.3%	15.9%	16.6%	14.9%	13.1%	11.4%	9.7%	8.0%
	Asian & English Learners students	**24.0%**	27.0%	27.7%	23.5%	25.2%	25.4%	22.8%	20.3%	17.7%	15.2%	12.6%
	Asian & Native Hawaiian or Pacific Islander students	**18.9%**	25.7%	23.2%	21.4%	26.4%	25.5%	23.0%	20.6%	18.1%	15.7%	13.2%
	Asian	**32.7%**	35.1%	36.0%	30.1%	31.4%	32.6%	29.2%	25.8%	22.5%	19.1%	15.7%

Table (A)(4)(b) Decreasing achievement gaps

Goal area	Identify subgroup and comparison group	Baseline (optional)				Baseline(s)			Goals			Post Grant
		SY 2006-07	SY 2007-08	SY 2008-09	SY 2009-10	SY 2010-11	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	& Socioeconomically Disadvantaged students											
	Asian & Hispanic or Latino students	**34.0%**	37.1%	36.1%	31.5%	33.7%	34.9%	31.3%	27.7%	24.1%	20.5%	16.9%
	Asian & Black or African American students	**38.8%**	40.8%	38.0%	36.3%	38.2%	40.9%	36.5%	32.2%	27.8%	23.5%	19.1%
	Asian & Students with Disabilities students	**45.9%**	45.7%	41.5%	40.9%	38.8%	42.7%	38.0%	33.4%	28.7%	24.1%	19.4%

(A)(4)(c) Graduation rates (as defined in this notice)

Goal area	Subgroup	Baseline(s)			Goals			
		SY 2010-11	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
High school graduation rate	OVERALL	79.5%	79.5%	81.6%	83.7%	85.8%	87.9%	90.0%
	Asian	92.4%	92.4%	93.2%	94.0%	94.8%	95.6%	96.5%
	English Learners	62.8%	62.8%	66.6%	70.3%	74.1%	77.9%	81.7%
	Socioeconomically Disadvantaged	71.7%	71.7%	74.6%	77.5%	80.3%	83.2%	86.1%
	Hispanic or Latino	71.7%	71.7%	74.6%	77.5%	80.3%	83.2%	86.1%
	Black or African American	69.0%	69.0%	72.2%	75.3%	78.5%	81.6%	84.8%
	Overall Disparity	**29.6%**	**29.6%**	**26.6%**	**23.7%**	**20.7%**	**17.8%**	**14.8%**

Table (A)(4)(d) College enrollment (as defined in this notice) rates[3]

Goal area	Subgroup	Baseline(s)			Goals				Post-Grant
		SY 2009-10	SY 2010-11	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
College enrollment rate	OVERALL	**75.9%**	**79.5%**	**79.5%**	**81.6%**	**83.7%**	**85.8%**	**87.9%**	**90.0%**
	Asian	**88.3%**	92.4%	92.4%	93.2%	94.0%	94.8%	95.6%	96.5%
	English Learners	**54.3%**	62.8%	62.8%	66.6%	70.3%	74.1%	77.9%	81.7%
	Socioeconomically Disadvantaged	**65.1%**	71.7%	71.7%	74.6%	77.5%	80.3%	83.2%	86.1%
	Hispanic or Latino	**60.9%**	71.7%	71.7%	74.6%	77.5%	80.3%	83.2%	86.1%
	Black or African American	**61.1%**	69.0%	69.0%	72.2%	75.3%	78.5%	81.6%	84.8%
	Overall Disparity	**34.00%**	**29.60%**	**29.60%**	**26.64%**	**23.68%**	**20.72%**	**17.76%**	**14.80%**

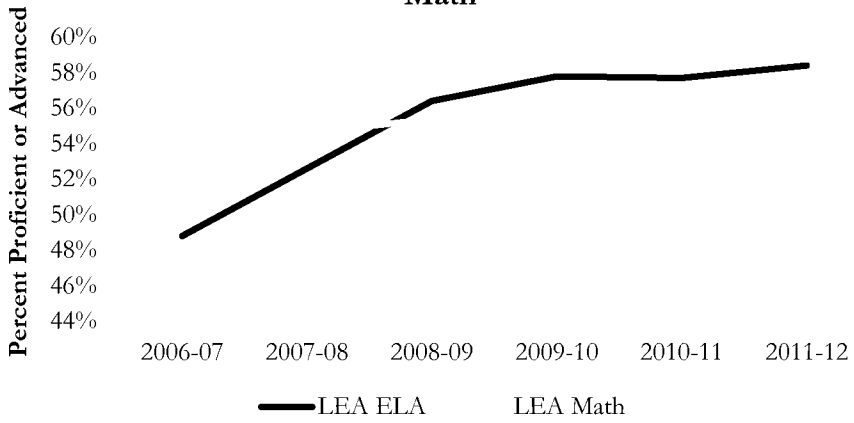
B. RTT-D – Prior Record of Success and Conditions for Reform

(B)(1) Demonstrating a clear track record of success.

(a) Improving student learning outcomes and closing achievement gaps. NHUSD has improved overall student achievement in both English Language Arts and Math over the past five years, as demonstrated by year-by-year increases in the percentage of students scoring at proficient level or above on California Standards Tests (please see Figure 1). Some notable examples of student achievement growth in our District are as follows:

Overall District improvement in API – Our District's

Figure 1. Districtwide 5-Year Progress in ELA and Math



[3] NOTE: College enrollment is calculated as the ratio between college-enrolled students and their graduating cohort.

Academic Performance Index (API), the measurement that the California Department of Education uses to measure progress towards effective education, has steadily improved over the past five years in spite of ongoing budget cuts and a recession which has mired thousands of our students in economic hardship. Our API District wide has climbed from 754 in 2007 to 775 in 2011

Improvement in Advanced Placement and rigorous college-preparatory curriculum: Between 2010 and 2012 we have doubled the number of students taking Advanced Placement Exams. We have been honored by the College Board for "expanding opportunity and improving performance of AP students."

Table B(1)a. CST ELA Percent Proficient and Advanced

Group	Spring 2008	Spring 2012	Diff
Chinese	80.1%	85.9%	+5.8%
All	49.1%	56.2%	+7.1%
Hispanic	34.3%	40.7%	+6.4%
African American	33.7%	43.5%	+9.8%
Socioeconomically Disadvantaged	33.2%	42.1%	+8.9%
English Learners	15.4%	14.8%	-0.6%

Improvement among key subgroups on

- *California Standardized Tests* (CST). Table (A)(4)(b) shows that on the English Language Arts (ELA) CST scores, African Americans and socioeconomically disadvantaged students have a growth rate greater than the District as a whole and greater than the Chinese students as well. This reflects a narrowing of the achievement gap.
- *California High School Exit Exam* (CAHSEE). When the CAHSEE was introduced in 2007-08, African American and Latino tenth-graders taking the test for the first time has passing rates substantially lower than the District average in both ELA and Math. In 2011-12, African American tenth-graders passed the ELA portion at the same rate as the District overall (89%), making the largest jump in test performance of any subgroup. The growth in passing rate among Latinos (from 74% to 82%) and socioeconomically disadvantaged students (from 73% to 82%) outpaced the District's overall rate of improvement (from 85% to 89%). In CAHSEE Math, African-American, Latino, and socioeconomically disadvantaged tenth-graders again im-

Table B(1)b. NHUSD – Grade 10 CAHSEE First-time Test Takers - Percent passing

Subgroup		2007-08	2011-12	Diff.		2007-08	2011-12	Diff.
Asian	ELA	92%	93%	+1%	Math	96%	96%	0%
All	ELA	85%	89%	+4%	Math	81%	88%	+7%
Hispanic	ELA	74%	82%	+8%	Math	65%	77%	+12%
African American	ELA	77%	89%	+12%	Math	65%	84%	+19%
Socioeconomically Disadvantaged	ELA	73%	82%	+9%	Math	67%	80%	+13%
English Learners	ELA	50%	51%	+1%	Math	57%	59%	+2%

proved their pass rates more than the District did between 2007-08 and 2011-12. The statistic for English Learners (EL) is somewhat misleading for 2011-12, as in that year a large number of the District's more proficient EL students were re-designated out of the EL group. In 2010-11, for example, the EL CAHSEE Math pass rate for English Learners was 66%.

Graduation rates: The numbers of graduates from the comprehensive James Logan High and the alternative school, Conley-Caraballo High, have both risen significantly since 2007. At James Logan, we had 933 graduates in 2012 compared to 795 in 2007, and much smaller Conley has seen its graduation numbers rise steadily from 33 in 2007 to 94 in 2012. It is difficult for us to compare rates over the last five years as in 2009 the California Department of Education redefined the formula for calculating graduation rates. However, our graduation rates District wide were 84.5% in 06-07 and, based on the new and more stringent calculations, 85.2% in 2010-11 as defined by the National Center for Education Statistics, [4] and James Logan High had a rate of 89.5% in 2011.

College Enrollment: A higher percentage of James Logan High School graduates enroll in a college or university than in Alameda County in general or in the state as a whole - and the trend holds regardless of ethnicity, race, socioeconomics, language or disabilities - according to data from the California Department of Education. Data from the California Longitudinal Pupil Achievement Data System (CALPADS) was matched with postsecondary enrollment data from the National Student Clearinghouse (NSC). According to the results, 83.2 percent of Logan graduates in 2008-09 - the most recent data available - enrolled in a postsecondary institution in the United States. The college-going rate was 70.9 percent in Alameda County and 74.4 percent in the state as a whole. Just as encouragingly, Logan graduates outpaced their county and state counterparts in every subgroup, as shown by Table B(1)c And among students with

Table B(1)c. College Going Rates

Group	James Logan	Alameda County	State
All	83.2%	70.9%	74.4%
Hispanic	75.2%	55.8%	65.9%
African American	79.3%	58%	77.9%
Socioeconomically Disadvantaged	82.2%	56.5%	68.5%
English Learners	75.7%	60.4%	62.5%

[4] Graduation Rate Formula is based on the NCES definition:
Number of Graduates (Year 4)
divided by Number of Graduates (Year 4) + Gr. 9 Dropouts (Year 1) + Gr. 10 Dropouts (Year 2) + Gr. 11 Dropouts (Year 3) + Gr. 12 Dropouts (Year 4)

Table B(1)d. California High School Exit Exam – 10th Graders – Five Year Comparison

Percent Passing	Overall	Pass Asian	Pass Latino	Pass Af-Am	Pass F/RM	Pass EL
ELA 2007	85%	92%	74%	77%	73%	50%
Math 2007	81%	96%	65%	65%	67%	57%
ELA 2012	89%	93%	82%	89%	82%	51%
Math 2012	88%	96%	77%	84%	80%	59%
ELA Difference	4%	1%	8%	12%	9%	1%
Math Difference	7%	3%	13%	19%	13%	2%

disabilities, 75.7 percent of Logan graduates were enrolled, compared to 60.4 percent in the county and 62 percent in the state. Also, over the past two years, virtually every graduate of the District's continuation high school, Conley-Caraballo High, has enrolled in either a community college or at a four-year school.

(b) Achieving ambitious and significant progress in persistently lowest-achieving schools or low-performing schools. While NHUSD is fortunate in having no persistently lowest-achieving schools, we have a number of schools that would classify as low performing. In fact, all of the Title I schools in this application are in Program Improvement status, and several are identified as Tier III low achieving schools by the California Department of Education (CDE): (Cesar Chavez Middle, Hillview Crest Elementary, and the Alternative Learning Academy). Beyond low-performing schools, we have historically struggled with achievement gaps across our District, particularly with regard to Latino and African American students, socioeconomically disadvantaged students (who tend to be mostly Latino and African American), and English Learners (EL). Of our 3,100 EL students, nearly half are Latino, but we also serve over 1,500 speakers of Tagalog, Vietnamese, Punjabi, Farsi, and other languages. Table (A)(4)(b) shows the achievement gaps Districtwide as of the 2011-12 school year.

While the gaps between Asian students and others are substantial, they have been narrowing over time in a number of areas. In the past five years, the overall District first time pass rate on the CAHSEE has improved 4% in ELA and 7% in Math. But the pass rate for African American students improved by 12% in ELA and

Table B(1)e. California Academic Performance Index over Time

School	2007	2008	2009	2010	2011
NHUSD	754	768	772	778	775
Alvarado Elem.	812	804	826	835	852
Eastin Elem.	895	875	879	911	911
Emanuele Elem.	749	738	771	781	800
Hillview Crest Elem.	707	765	753	794	759
Pioneer Elem.	842	831	853	849	839
Searles Elem.	755	763	760	761	761
Kitayama Elem.	807	805	839	828	841
Alvarado Middle	768	823	817	830	815
Cesar Chavez Middle	775	797	742	743	733
Logan High	726	734	733	736	735

19% in math. Among Latino and low-income students the improvement was also substantial during that same period of time. However, our EL students have not shown much progress on these critical tests.

Table B(1)e demonstrates that the District as a whole and all but one school (Cesar Chavez Middle) have shown growth in Academic Performance Index over the past five years. For some schools, there were massive improvements (e.g., Hillview Crest which is one of our lowest performing schools). Others were already over the 800 API proficiency threshold set by the California Department of Education.

Tables B(1)e and B(1f illustrate that academic performance in NHUSD, as in Districts across the country, is often correlated with high levels of poverty. With this factor in mind, the improvement of some of our schools has been particularly striking. During the Great Recession and its uncertain aftermath, the number of students in economically struggling families went up by over 2,200, from 31.1% of our student population to 47.7%. Emanuele Elementary, for example, went from 46%to 59% FRM while also raising its API from 749 to 800, the score at which the CDE considers

a school to be effective. Hillview Crest Elementary in South Hayward has seen 73% of its student population enroll in FRM. In spite of the economic and corresponding family turmoil, our students, families, and teachers worked together to raise test scores at eight of our ten comprehensive school sites.

(c) Make student performance data available to students, educators, and parents in ways that inform and improve participation, instruction, and services. Our District has strong established systems and processes for making student performance data available to educators, parents, and students throughout the year. We use the Aequitas Q Enterprise Student Management system (formerly Zangle), which allows all these stakeholders to log in and view student attendance, grades, credits, and assessment scores. Q is a robust, full-featured student information system (SIS) that covers all aspects of student management, including enrollment, scheduling, attendance, grade reporting, transcripts, and behavior records. Through

Table B(1)f. Low Income Status Over Time

School	% FRMP 2007	% FRMP 2011
NHUSD	31.1%	43.6%
Alvarado Elem.	38.1%	52.0%
Eastin Elem.	17.5%	21.5%
Emanuele Elem.	46.1%	59.3%
Hillview Crest Elem.	44.5%	73.1%
Pioneer Elem.	29.6%	39.8%
Searles Elem.	43.0%	65.6%
Kitayama Elem.	30.9%	43.3%
Alvarado Middle	26.3%	38.8%
Cesar Chavez Middle	30.7%	60.1%
Logan High	24.8%	44.1%

Q's online ***Parent Connect*** module, parents can contact teachers, get class news and monitor their student's assignments, attendance and grades. Parents can also have student information sent to them by e-mail. Passwords are issued to parents who request Web access and provide an e-mail address. The ***Student Connect*** module allows students to see their assignments, attendance, grades and more. Students receive login information from their school at the beginning of each school year. ***Teacher Connect*** is Q's teacher gateway for taking attendance, posting grades, and viewing student profiles.

(B)(2) Increasing transparency in LEA processes, practices, and investments.

(a-d) Personnel and non-personnel expenditures. District salary scales for all certificated and classified staff are available on the District website, and actual personnel salaries and total compensation identified by school are available on the internet at the San Francisco Bay Area Public Employees Salary Database, (http://www.mercurynews.com/salaries) maintained by the Bay Area News Group. Beginning in 2013-14, we will make this information available, as well as non-personnel expenditures, as part of the Site Accountability Report Card (SARC), available online in English and Spanish, as follows:

(a) Actual personnel salaries at the school level for all school-level instructional and support staff, based on the U.S. Census Bureau's classification used in the F-33 survey of local government finances

(b) Actual personnel salaries at the school level for instructional staff only;

(c) Actual personnel salaries at the school level for teachers only; and

(d) Actual non-personnel expenditures at the school level (if available).

(B)(3) State context for implementation.

In California, a number of state-wide legislative measures and initiatives have contributed to an administrative and curricular framework and the local autonomy needed to implement our District's RTT-D strategies, including effective implementation of Common Core State Standards; development and evaluation of highly effective teachers and leaders; data system development and college/career readiness.

Personalized learning. In 2004, California State Senate resolution SR 36 called upon the state to recognize personalized learning

as a distinct, "innovative and distinguished learning model" and "promising choice" in California public education." The resolution states that personalized learning integrates a range of research-based components of successful student learning, in order to serve diverse students with differing needs, challenges, and backgrounds. SR 36 identifies aspects of personalized learning such as blending classroom and online instruction; more frequent assessments of learning styles, paces, and preferences; one-on-one interaction with certificated teachers; and an emphasis on student learning responsibility. SR 36 supports Districts to fully implement blended learning approaches and other innovative strategies for personalization.

Use of technology for teaching, learning, and administration. California's **Education Technology Task Force**, established in March 2012 by State Superintendent of Public Instruction Tom Torlakson, has established goals for the use of technology in teaching and administration. The Task Force recommended (1) Promoting expanded use of online instructional materials and student access to technology for standards-based curricula; (2) Access for every student to at least one Internet-connected device for anytime, anywhere learning; (3) Public-private partnerships for funding and implementation of classroom technology use; (4) Developing guidance documents for schools and students on safety and appropriate use of technology; (5) Creating modern, personalized assessments for students that can help customize their learning; (6) Encouraging and rewarding teachers' and administrators' use of technology, including offering professional development to prepare them for its use across the education spectrum; (7) Continuing to pursue minimum bandwidth standards across the state. All of these recommendations are consistent with our proposed blended learning approach and are likely to inform future legislation that will support our efforts.

The 2009 California Senate Bill X5 2, **Education Data Access,** authorizes independent researchers and community-based organizations to access data about student achievement while protecting student privacy. SB X5 2 further stipulates that California's student data system will eventually include higher education.

California is working to extend its data integration across grade spans in alignment with the America COMPETES Act, by supplementing the State system for student data (California Longitudinal Pupil Achievement Data System, or CALPADs), which collects data about student success and transition from every segment of education, K-16, with the voluntary data-sharing network for schools, colleges, and universities (California Partnership for Achieving Student Success, or Cal-PASS). Our District will leverage these systems to be able to track individual students from preschool to college.

Rigorous standards, aligned curriculum and assessments. In August 2010, the State Board of Education adopted the **Common Core State Standards (CCSS)** in English Language Arts & Literacy, Mathematics, History/Social Studies, and Science and Technical Subjects, joining 45 other states. Assembly Bill 1246 authorizes the state's adoption of CCSS instructional materials for mathematics by 2014,[5] and streamlines the process for school Districts to adopt new curriculum materials, giving Districts new authority and flexibility to choose CCSS-aligned materials (including textbooks and digital materials), without waiting for explicit approval from the state. This bill will facilitate our District's implementation of CCSS and enable us to quickly integrate digital curriculum and to augment curriculum as new materials are developed.

California plays a leadership role in the **Smarter Balanced Assessment Consortium,** one of two multi-state consortia working to develop (a) next-generation assessments, aligned to the CCSS, that accurately measure student progress toward college- and career-readiness, (b) comprehensive minimum technology requirements for administering the assessments beginning in 2014-15, (c) computer adaptive testing for the assessments, which presents an individually tailored set of questions to each student and can quickly identify which skills students have mastered.

Local fiscal autonomy. In 2009, California's Governor and Legislature removed the rules and requirements for 42 major categorical programs for a limited time, which has since been extended to July 1, 2015. Districts continue to receive the funds for the 42 programs but, after a local public hearing, may use the funds for any educational purposes. This flexibility, requested by Districts during state budget cuts, enables superintendents to allocate resources to benefit the students needing the most assistance. For example, the Professional Development Block Grant**,** one of the flexed categorical programs, authorizes a school District to expend funds received in the block grant to provide additional compensation to new and existing mathematics and science teachers in schools ranked in the lowest three deciles of the Academic Performance Index. NHUSD will use this increased flexibility to continue to support student achievement in our lowest-performing schools.

Highly effective teachers. California offers or sponsors numerous professional development and training opportunities for teachers which our project will leverage as appropriate and feasible, including:

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[5] Supporters of this legislation included the California School Boards Association, the California Teachers Association, the Bay Area Council, Children Now, the Los Angeles Area Chamber of Commerce, and the Los Angeles County Office of Education, among others.

- *The California Standards for the Teaching Profession* provide a common language and a vision of the scope and complexity of the profession by which all teachers can define and develop their practices, while the guidelines allow instructors to develop, refine, and extend their teaching practices for the benefit of all their students. The six interrelated domains of teaching practices identified in the CSTP are: Engaging and Supporting All Students in Learning; Creating and Maintaining Effective Environments for Student Learning; Understanding and Organizing Student Matter for Student Learning; Planning Instruction and Designing Learning Experiences for All Students; Assessing Students for Learning and Developing as a Professional Educator, all in line with the core essential elements of RttT-D. Our consortium LEAs and collective bargaining units will utilize the CSTPs to inform the professional development provided to teachers and the systems they develop to evaluate and support teacher effectiveness.
- *Mathematics and Reading Professional Development Program*, with an additional English Learner Professional Development component, focuses on statewide academic content standards, curriculum frameworks, instructional materials, and instructional strategies.
- *California Mathematics Project* is a K-16 network dedicated to providing students a rich, rigorous, and coherent mathematics curriculum taught by competent and confident mathematics teachers who foster all students' proficiency in mathematics. The CMP is part of the University of California's Subject Matter Projects.
- *California Mathematics and Science Partnership* enhances content knowledge and teaching skills of classroom math and science teachers in grades 3-9.

Teacher evaluation. As part of the state's preparation for the Race to the Top program, former Governor Schwarzenegger signed legislation which removes any barriers to linking student and teacher data, and provides for further development of the state longitudinal education data system: SB 19 (2009) and SBX 5 (2010). California Senate Bill 5 1 permits several entities, including, but not limited to, the California Department of Education, the University of California, California State University, and California Community College systems, to enter into interagency agreements to implement a comprehensive longitudinal education data system. Under SB 5 1, data available in the California Education Information System may be used to evaluate teachers and school administrators and to make employment decisions. At the time of writing, Districts and schools adhere to NCLB requirements for Highly Qualified Teachers.

Principal evaluation. In September 2012, Governor Brown signed Senate Bill 1292, a milestone **principal evaluation bill**. However, Districts are not bound to use the provisions, and they retain the power to define the key elements of evaluation. Nonetheless, there are key similarities between SB 1292 and recommendations for administrator evaluations in the report "Greatness by Design," released by Superintendent Torlakson's Educator Excellence Taskforce (EET) in September 2012 with strong input from the Association of California School Administrators. The report and the bill recommend that evaluations take into account principals' efforts in promoting effective teaching and learning, involving parents and the community in the school, managing effectively, communicating and promoting a shared vision for the school, and setting an example of ethical and professional leadership. SB 1292 also suggests including growth in student learning as part of an evaluation using items from a menu of many measures, e.g. state standardized tests, District assessments, Advanced Placement and college entrance tests, and performance assessments such as portfolios.[6] The Principal evaluation systems that NHUSD's Evaluation Task Force is working on are informed by both SB 1292 and the EET report.

Leveraging additional state reform efforts. In 2008, California adopted the federal **Math and Science Partnership** program that focuses on math and/or science for elementary and middle school students through professional development for teachers and strong linkages with institutions of higher education. California also adopted the federal **Enhancing Education Through Technology** program, which integrated technology into classroom instruction of core academic content in grades four through eight. In 2010, California began to oversee LEA implementation of the federal ESEA **School Improvement Grant** (SIG) to address the needs of schools in improvement, corrective action, and restructuring in order to improve student achievement.

Also in 2010, California submitted its own application to the **Race to the Top** competition to implement CCSS, build a teacher assessment system and boost achievement at low-performing schools. In conjunction with this application, the Governor and Legislature joined forces to enact legislation to implement RTT-aligned reforms. For example, SB 5 1 made California eligible and competitive for RTT funding by, among other mandates, establishing a plan for turning around the bottom 5% of California's persistently lowest-achieving schools; establishing the Science, Technology, Engineering, Math and Career Technical Education Educator Credentialing Program; authorizing greater use of data to improve instruction and student learning; using *multiple measures* of teacher and

[6] Greatness by Design also suggests using attendance, graduation and dropout rates, the progress of English Learners, and school climate indicators as additional measures to be factored into principal evaluations.

administrator performance for employment decisions; and adopting the CCSS.

In May 2012, State Superintendent Torlakson announced the creation of a **Science, Technology, Engineering, and Mathematics (STEM) Task Force** to improve learning and engage more students in scientific and technical fields, widely considered a key to the state's economic future. The Task Force's volunteer members are charged with exploring the status of STEM education in California's curriculum, instructional practices, professional development for teachers, student testing, existing infrastructure, and partnerships with the community and business. The Task Force will recommend a blueprint on how to improve teaching, learning, and equal access to STEM-related courses and careers for students in kindergarten through grade 12.

In September 2012, Governor Brown signed Senate Bill 1070, which reauthorizes, extends, and strengthens the **Career Technical Education Pathways (CTEP) Initiative**, first established in 2005. This initiative has a proven history of investing in successful education, training, and workforce development pathways—from middle school all the way to community college. It supports, among other programs, California Partnership Academies, Career Advancement Academies, and the Teacher Preparation Pipeline.

(B)(4) Stakeholder engagement and support.

The initiative detailed in this application is the outgrowth of broad-based community engagement efforts at every level of our District and beyond.

Teachers and School Leadership: the ***NHUSD collective bargaining unit has been integrally involved in the planning, budgeting, and writing of this proposal and in selecting and structuring the strategies that support District wide reform***. The union is a highly supportive partner in our District's efforts to provide outstanding education for every student. In 2012-13, the teachers agreed to nine unpaid furlough days and a pay cut in order to preserve as many essential educational and support services as possible – a powerful demonstration of commitment to our schools and our District's vision. Teachers, principals and District leadership are all represented on a Teacher/Principal Evaluation Task Force, which seeks to find equitable and effective ways to measure teacher quality based on student learning under CCSS. Please see required signatures on the Application Assurances (pages 5-12) and attached Letters of Support in the Appendix (pages 276 to 309)

Administrators: NHUSD Superintendent Kari McVeigh and her cabinet have been proactive in researching, planning, and rolling out initiatives that have already been piloted, as well as those that will be launched in coming years with RTT-D funding and/or other support, including use of categorical funding.

Board of Education: the NHUSD School Board has shown its support by adopting the Seven Essentials for Continuous Improvement as the District's strategic planning process, in its support for WestEd and JTL as consultants for our professional development, and especially around their ongoing questions regarding equity of student performance and learning experiences, as well as their personal comments to the Superintendent as we have been writing the grant.

Parents: Parents participate actively in a number of reform initiatives at the District, including our Equity Task Force, which is comprised of teachers, parents, administrators, students, and community members. Parents also serve on our Migrant Education Parent Advisory Committee, which is focused on achievement and integration for students from migrant families; and the District English Language Advisory Committee. Their concerns for student equity, particularly for English Learners, have directly informed this proposal.

Community members: community members, both volunteers and staff from community-based agencies, are integrally involved in the ***Union City Kids' Zone***, a multi-sector initiative, modeled on the highly effective Harlem Children's Zone, aimed at implementing innovative approaches to student achievement and success. Kids' Zone intends to serve an entire neighborhood comprehensively and at scale by creating a pipeline of support; building community among residents, institutions and other stakeholders; and cultivating a culture of success rooted in passion, accountability, leadership and teamwork.

In the spring of 2010, Superintendent McVeigh gathered a group of community and civic leaders to discuss ways that students from underprivileged families could be assured of successful educational experiences from cradle to career. Believing that only through a partnership of committed community groups could every student be guaranteed success, the organizations agreed to come together as the Kids' Zone.

The Decoto neighborhood in the southern part of Union City was selected to be the initial focus. After nearly two years of planning and preparation, the Kids' Zone in the spring of 2012 received $780,000 in county and federal grants to launch the effort. Former New Haven Adult School Principal Nancy George was named Executive Director and was tasked with creating and completing a

comprehensive assets and needs assessment – with funding from Alameda County Health Services. Federal grants from 21st Century Community Learning Centers funded the summer program at the Kids' Zone schools: Searles and Emanuele Elementary and Cesar Chavez Middle. The federal money will also fund after-school academic and enrichment services for nearly 350 students at Searles, Emanuele and CCMS during the regular school year. As the 2012-13 school year began, the following organizations committed to partnering with NHUSD in the Union City Kids' Zone:

- City of Union City
- Union City Leisure Services
- Kidango (pre-school provider)
- Centro de Servicios
- Washington Hospital
- Fremont Family Resource Center
- Congregations Organizing for Renewal
- Tiburcio Vasquez Health Center
- YMCA
- Safe Routes to School
- Chabot Community College
- Ohlone Community College
- Tri-CED Community Recycling
- Alameda County Mental Health Services

Students: In addition to their participation in the Equity Task Force, where students have attended meetings, conducted research into perceptions of their peers regarding race, gender, and other elements of diversity; given presentations and advocated for change; we have also received student buy-in for our reform measures. Students from Searles, Emanuele and Cesar Chavez participated in focus groups to inform our Kids' Zone needs assessment (see the Appendix page 330), Focus Group transcripts) High school and middle school principals have engaged their student bodies in talks about student needs, and relationship and personalization efforts continue to come up as needs via student input. Students at Logan High School have participated in surveys and focus groups to discuss their needs and how personalization of their educational experience could/should be accomplished.

Regional and national partners: The Alameda County Office of Education has provided outstanding technical support as we prepare to pilot implementation of CCSS in the fall of 2013. College Board has also been extremely supportive of more rigorous academic programming, including pre-AP and AP courses and use of PSAT testing as a further way of personalizing the educational process.

As a result of their assistance, we have dramatically increased the number and diversity of students enrolling in AP classes, taking the summative tests and passing those classes with scores of 3 or higher.

(B)(5) Plan for analysis of current status in implementing personalized learning environments and the logic behind the reform proposal contained within the applicant's proposal, including identified needs and gaps that the plan will address.

The District has conducted a wide-ranging assessment of our current status needs and gaps. Our process has included data from California Standards Tests (CST) and Northwest Educational Association' MAP assessments by subgroups; student transcript analysis conducted by Education Trust West which specializes in educational equity; other input from the District's Equity Task Force; biannual California Healthy Kids Surveys; parent surveys; teacher evaluations and input from the Teacher/Principal Evaluation Task Force; census data; independent reports from Alameda County Public Health Department and the County Office of Education; crime and juvenile justice data; examination of suspension, expulsion, and other disciplinary data; and the community meetings that informed the focus and structure of the Union City Kids' Zone.

Our initial findings show the following: There are persistent achievement gaps affecting Latinos, African-Americans, English learners, and socioeconomically disadvantaged students.

The imminent adoption of CCSS poses enormous opportunities and challenges in our ability to eliminate those gaps. On the opportunity side of the ledger we see: rigorous standards for all; increased college and career readiness; emphasis on 21st Century skills; and greater personalization of learning. However, there are also enormous challenges including; the need for extensive professional development to prepare teachers for CCSS; need to revise systems for grading and assessment of student work; need to develop teacher and principal evaluation systems that are linked to individual student achievement; and lack of resources to fund the implementation of our District technology plan, including our plan for robust blended learning in all classroom and anytime-anywhere learning at school and home; some teachers are overwhelmed by the thought of extra work that will be required to implement the CCSS reform initiatives at time of budget cuts, furloughs, and salary cutbacks.

Finally, increasing numbers of newcomer students, increasing numbers of students facing poverty, and richly diverse District means that our shrinking budget cannot provide enough supports for all of our students and families. Therefore, we are seeking RTT-

D funding to help drive our comprehensive reform process (See Section C) while at the same time we are reaching out to our partners to mount a comprehensive Full Service Community Schools approach. If funded, we will refine our community- and school-wide assessment processes while we roll out evidence based solutions – again carefully assessing the efficacy of our approach.

Table B(5). Plan for analysis of current status in implementing personalized learning environments, including identified needs and gaps that the plan will address.

Activities	Y, Q	Deliverables	Responsible
Goal: 1 Establish baseline level of teacher proficiency in implementing personalized learning			
Observe classrooms using Classroom Assessment Scoring System (CLASS) or similar rubric	Y1, Q1	Classroom observation reports	CAO, D K-12
Gather data on extent to which teachers currently • Use data driven instructional approaches • Actively engage students in learning • Create cooperative learning structures • Manage classrooms positively	Y1, Q1-2	- Survey and focus group results from students and teachers - Minutes from ILT meetings	CAO, D K-12
Analyze all data collected	Y1, Q3	Cogent analysis leading to concrete recommendations for improvement	CAO, D K-12, external evaluator
Report current status to internal and external stakeholders	Y1, Q3	Reports tailored to internal stakeholders, community	Project Director, External evaluator
Goal 2: Establish District baseline level multi-tiered high capacity, high quality student support system			
Gather data on extent to which sites currently • Use positive discipline • Promote positive behavioral expectations • Promote social-emotional learning • Use an early warning signs protocol to identify students with intermediate needs	Y1, Q1	- Survey results from students, principals, teachers - Data from school site documents and District reports	CAO, D K-12, Director of Student Interventions

Table B(5). Plan for analysis of current status in implementing personalized learning environments, including identified needs and gaps that the plan will address.

Activities	Y, Q	Deliverables	Responsible
Gather data on extent to which sites currently • Have a strong process for referring students to SST and COST • Have dedicated student support staff • Link to culturally competent mental health providers • Have strong linkages with other child serving organizations	Y1, Q1-2	- Survey results from students, principals, teachers - Data from school site documents and District reports	CAO, D K-12, Director of Student Interventions, Kids' Zone Director
Survey District leadership on needs for improvement in student support	Y1, Q1-2	- Survey results	Project Director
Analyze existing data linked to support needs: truancy, disciplinary referrals, absenteeism, juvenile justice involvement, etc.	Y1, Q1-2	Accessible data report	External evaluator
Analyze all data collected	Y1, Q3	Cogent analysis leading to concrete recommendations for improvement	CAO, D K-12, external evaluator
Report current status of student supports to internal and external stakeholders	Y1, Q3	- Partially completed through Kids' Zone planning process - Updated reports tailored to internal stakeholders, community	CAO, , Project Director, Kids' Zone Director, external evaluator
Goal 3: Establish baseline status of organizational efficacy in implementing and supporting personalized learning environment			
Gather data on extent to which District currently • Uses quality data to measure systems efficacy • Has a shared mission and vision across District and sites focused on personalizing learning • Promotes transparency with community, teachers, parents, students about successes/challenges • Supports school-based, job-embedded professional development • Effectively uses instructional and student support coaches • Uses a standardized set of rubrics for teachers, student support	Y1, Q1-2	- Surveys from District leadership, staff, and teachers -Data from District databases, reports, and other documents compiled -Increased use of DataDirector reports for teachers and students to understand specific elements of student performance	

Table B(5). Plan for analysis of current status in implementing personalized learning environments, including identified needs and gaps that the plan will address.

Activities	Y, Q	Deliverables	Responsible
staff and leaders that guide their development and levels of proficiency • Effectively utilize online assessment results to drive intervention and more personalized instruction • Has an effective infrastructure for prevention and intervention services			
Analyze all data	Y1, Q3	Cogent analysis leading to concrete recommendations for improvement	CAO, D K-12, external evaluator
Report current status to internal and external stakeholders	Y1, Q3	Reports tailored to internal stakeholders, community	Project Director, External evaluator

C. RTT-D – Preparing Students for College and Careers

Due to budgetary restrictions, many of our students do not receive the support and guidance they need to be successful in meeting the minimum requirements for graduation and for admission into four-year colleges and universities. And while we are working diligently to prepare for implementation of the Common Core State Standards (CCSS), far too many of our teachers remain focused on student outcomes on the current California high stakes tests.

Therefore, we are proposing a comprehensive K-12 transformation strategy that focuses on Critical Literacy and mathematics across the entire grade span. While it is an ambitious goal to serve all 13,000 students in our District, we are confident in our ability to do so because we are building on evidence-based practices that are already underway in the District, albeit not yet at scale.

Since CCSS proficiency requirements are focused on mastery of high-level content standards, students will be required to demonstrate that mastery in a variety of ways – including verbal and written explanation, practical utilization of principles in projects, and development of products such as papers, experiments and objects. We are beginning the fundamental shift in teaching and learning

that CCSS implementation implies by helping teachers, parents and students to understand these new expectations and by ensuring that everyone sees that the learning objectives of all courses are tied to future success in college and career.

To this end, a key part of our Theory of Change is that student literacy development is a K-12 goal, not simply a K-3 goal. To access and master technical material in math, science, social science or English language arts, students need to continually grow in Critical Literacy – the ability to use reading, writing, thinking, listening, speaking, and evaluating in order to effectively interact, construct meaning, and communicate for real-life situations.

We propose to focus on building the capacity of teachers during this significant transition to a new framework that emphasizes higher order skills and deeper conceptual understanding in all subjects. We have been working since 2009 with Just Think Literacy (JTL) which provides evidence-based[7] professional development in Critical Literacy for elementary school teachers and with WestEd's Strategic Literacy Initiative at the secondary level since 2010. JTL trains teachers to structure their entire curriculum for elementary students around "making meaning and sense" out of things that students read – whether in ELA, math, science or social studies. It is no longer sufficient for young children to be able to decode words and read sentences fluently. They need to be able to uncover themes, ask questions about the intent and purpose of texts and find ways of applying the texts' meaning to their learning and their lives.

WestEd's Reading Apprenticeship (RA) program is a vital antidote to the belief that secondary schools do not teach reading. As students advance in age and grade level, their level of literacy must change and grow to "make meaning" of ever more complex material. A current recipient of an Investing in Innovation (i3) validation grant to rigorously study RA, WestEd provides cohorts of secondary teachers with an in-depth professional development program (10 days over 18 months) in their subject areas. This means that RA helps to prepare teachers in math, science and social studies as well as English language arts to support students' making meaning of what they read in textbooks, source documents, online and in teacher-generated materials. RA has been the subject of several for-

[7] While JTL has not been rigorously evaluated by Institute of Educational Sciences standards, JTL practices are based on rigorously evaluated evidence. See Footnote 8 for more details.

mal evaluations that have found the approach to be effective in improving teachers' skills and student outcomes.[8]

In both instances, these professional development opportunities emphasize how higher level literacy skills are critical to students achieving their personal and professional goals. This in turn is emphasized in the classroom and with parents so that all students clearly see the connection.

We also view math competence as a core function of any student achieving his/her college and career goals. As a District, we have further to go in improving math instruction and really making the connection for all students between math competence and their goals for college and career. This connection is obvious for many of our students who are pursuing higher education and careers in science, engineering, mathematics and technology (STEM), but we have not really made the case for numeracy among students who are pursuing liberal arts and other non-STEM courses of study. In addition, we have yet to move our math curriculum from covering a broad swath of material to more in-depth mastery and meaning-making around mathematical concepts. Therefore, we propose to engage the Teachers Development Group to implement their evidence-based Mathematics Studio Program[9] across the District. This multi-year effort builds internal capacity within the District to support and sustain rigorous, CCSS-aligned math instruction.

Finally, we are also aware that student advising and college and career counseling are vital components of helping students to set and achieve their college and career goals. With two middle schools of more than 1,400 students each and a high school of more than 4,100 students, personalization is a huge problem at the secondary level. Given the current fiscal climate and the size of our schools, we simply cannot hire our way to personalization. Therefore, our Theory of Action on personalization is to train teachers to personalize the classroom experience through online assessment and open educational resource (OER) curriculum materials, use of assessment

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[8] Greenleaf, C., Litman, C., Schneider, S., *Integrating Reading Apprenticeship and Science Instruction in High School Biology*, National Science Foundation, 2009.
Greenleaf, C., Schneider, S., Herman, J., *A Randomized Controlled Study of the Efficacy of Reading Apprenticeship Professional Development for High School History and Science Teaching and Learning*, Institute of Educational Sciences, 2010.
[9] Brown, C., & Nickerson, S. *Modeling The Collective Inquiry Process In Mathematics Teacher Education*, 2010.
Reeves, D., et al, *Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning*, 2007.
Yackel, E., Cobb, P., & Wood, T., Small-group interactions as a source of learning opportunities in second-grade mathematics. *Journal for Research in Mathematics Education*, 22 (5), 390-408, 1991.
Horvath, J.,"The effect of the cognitive demand of math task on achievement," 2010.
Schultz, K.T., Cognitive Demand and Technology Use in High School Mathematics Teachers' Selection and Implementation of Tasks, 2009.

data to differentiate instruction, and using technology to free teachers up to work with small groups of students in the classroom. Our teachers will also be trained by WestEd experts in their promising Academic Parent-Teacher Teams (APTT) model[10], thereby building a much more robust relationship between home and school. In addition, through our Full Service Community School efforts at James Logan High School (JLHS), our three 21st Century Community Learning Centers at Emanuele, Searles, and Cesar Chavez Middle School, and K-12 Union City Kids' Zone initiative, we are partnering with a number of community organizations to provide counseling and mentoring, and other supports for struggling students and their families.

(C)(1) Learning.

(a) Students' learning goals, experiences, access to diversity, and mastery of critical academic content, such that students:

i) Understand that what they are learning is key to accomplishing their goals;

Our plan for personalizing the learning environment for students is contained in Table (C)(1) below:

Table (C)(1) Plan for personalizing the learning environment such that all students have the support to graduate college- and career-ready

Activities Goal: 1 Students set and achieve individual learning goals	Y Q	Deliverables	Responsible
Annual APTT conferences set goals with parent, teacher, student participation	Y1, Q3 to Y4, Q4	Teachers trained in APTT Annual learning goals	Project Director, WestEd
Student centered instruction communicates to all students that what they are learning is key to their life goals	Y1, Q3 to Y4, Q4	Teachers trained in RA, JTL, MPS CCSS-focused instruction relates student learning to real life, student interests	CAO, D K-12, classroom teachers
Students set multi-year academic/career plans in 6th, 9th, 10th, and 12th grades	Y1, Q3 to Y4, Q4	100% of students have plans	D K-12, counselors
10th grade students take PSAT and/or PACT/PLAN, 11th graders take PSAT, ASVAB	Y1, Q3 to Y4, Q4	Rising number of students taking assessments	Counselors, D K-12

[10] Academic Parent-Teacher Teams are a relatively new strategy for deeper parent engagement. This program has been piloted in Phoenix, AZ and replicated in Washington DC and California. Thus far the evaluations of the program have been non-experimental but accurate and useful for formative purposes. Participating students/families have shown benefit.

Table (C)(1) Plan for personalizing the learning environment such that all students have the support to graduate college- and career-ready

Activities	Y Q	Deliverables	Responsible
Goal 2: Students learn in a variety of ways			
Teachers trained in RA, JTL, MPS learn to personalize classroom work to individual students' interests and conceptions	Y1, Q3 to Y4, Q4	Evaluation shows increased personalization	CAO, HR Director
Students learn using tablets and OER, both in classroom and at home	Y1, Q3 to Y4, Q4	Evaluation shows increased use of 21st Century learning tools in classroom and outside school	CAO, Director of Technology
Teachers allow flexibility in timing and type of assignments	Y1, Q3 to Y4, Q4	Students are able to work at a pace and in a style that enables them to master subject matter	CAO, D K-12, classroom teachers
Students learn through project based learning, individual projects and collaborative, service-learning, research, etc., using visual, oral, written, and other ways of demonstrating mastery	Y1, Q3 to Y4, Q4	Student data shows increased number of projects, alternative assessments of mastery	
Teachers and students talk and write about the practice of learning	Y1, Q3 to Y4, Q4	Students gain metacognitive skills	
Teachers emphasize skills such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving	Y1, Q3 to Y4, Q4	Students demonstrate 21st Century skills in school and outside of school	
Parent education sessions enable parents to support 21st Century learning skills	Y1, Q3 to Y4, Q4		Kids' Zone Director
Goal 3: Students access a variety of high quality content			
Students access content online and through school-based resource coaches	Y1, Q3 to Y4, Q4	Student work shows exposure to broad range of content	CAO, D K-12, classroom teachers, Director of Technology, media coaches
Provide after school programming to broaden access to arts, music, science, service-learning, and experiential youth development	Y1, Q3 to Y4, Q4	Students access high-quality, standards-aligned enrichment through out of school time programs	Kids' Zone Director, site directors, community partners

Table (C)(1) Plan for personalizing the learning environment such that all students have the support to graduate college- and career-ready

Activities	Y	Q	Deliverables	Responsible
Teachers customize content based on student needs using OER	Y1, Q3 to Y4, Q4		Classroom observations show wide range of texts and media in use	CAO, D K-12, classroom teachers
Goal 4: Students receive training and support to manage their learning and stay on track				
Continue California High School Exit Exam Seminars; online Credit Recovery programs (PLATO); and Saturday School	1-4	3, 4	Students stay on track with credits and graduation requirements	CAO, D K-12
Build out and strengthen partner network of supports at Logan High Community School and in Kids' Zone schools	1-4	3, 4	Existing health, behavioral health, academic enrichment and youth development resources leveraged in support of students	Kids' Zone Director, Logan HS community Schools Coordinator
Train teachers and staff in effectively referring students to support services	1-4	3, 4	Referrals to GATE programs, Response to Intervention, Special Education assessments, SSTs, Restorative Justice Circles, and other interventions, as appropriate	Kids' Zone Director, Director of Student Interventions
Parents use Q Parent Connect module to track students' grades and credits	1-4	3, 4	Students stay on track to college- and career-readiness	Director of Technology, Kids' Zone Director
APTT conferences provide support to students in staying on track	1-4	3, 4		CAO, D K-12
APTT conferences twice per year	1-4	3, 4	Parents understand how they can support their child's academic performance at home	CAO, D K-12
Continue interventions and support at high school level: Freshmen Families and Lab Classes; California Partnership Academies	1-4	3, 4	Students stay engaged in high school	CAO, D K-12
Goal 5: Students receive ongoing and regular feedback on their progress				
Teachers share DataDirector and NWEA assessment information with students	1-4	3, 4	Students understand their educational strengths and challenges	CAO, D K-12, ILTs, classroom teachers
Students use Q Student Connect module to track their	1-4	3, 4	Students stay on track to college- and	

Table (C)(1) Plan for personalizing the learning environment such that all students have the support to graduate college- and career-ready

Activities	Y	Q	Deliverables	Responsible
grades and credits			career-readiness	
Teachers use DataDirector to develop personalized learning plans for students based on their needs and interests	1-4	3, 4	Students receive personalized learning recommendations	

As outlined above, our combined strategy – effective use of technology, teacher capacity building, personalization of instruction, parent engagement, and community partnerships – is at the core of our effort to connect student learning to their life goals. This goal setting process will begin in Kindergarten and throughout elementary school with students having a variety of options in the classroom, including direct instruction, use of online curricula, and project based instruction. Elementary teachers, students and parents will confer regularly to establish goals that related to social-emotional and academic outcomes. By 6th grade every student will map out a multi-year academic plan with the assistance of a trained teacher. This plan will be discussed as a part of the annual APTT parent conference and will be updated each year to fit the student's current academic situation and goals. Once again, in the 8th grade, every student will work with an APTT trained teacher to create a College and Career Plan that outlines their academic trajectory over the four years of high school. Once again parents will be engaged in discussing and developing this Plan as a part of the annual APTT conference. (See below for more detail on the college advising process in high school.)

However beyond setting goals, all of our professional development strategies converge on the core issue of how teachers can personalize instruction and connect the learning experience to student goals. Our Critical Literacy and writing strategies are designed to engage students in meaning making and higher order thinking and discourse around high-value topics – whether those are rooted in students' own life experiences or in topics relevant to the larger community and our world. This process of deeper inquiry means that teachers must engage with students in a more authentic way and raise expectations for all students while connecting that work to their evolving life goals.

<u>(ii) Identify and pursue learning and development goals linked to college- and career-ready standards or college- and career-ready graduation requirements , understand how to structure their learning to achieve their goals, and measure progress toward those goals;</u>

NHUSD has begun the process of converting our organizational culture to be in alignment with CCSS college and career ready

standards. Site administrators are generally aware of the impact of CCSS. Most teachers are somewhat aware that CCSS will have an impact on their classrooms, but they have little specificity about those changes at this time. Students and their parents are generally unaware that a significant change in teaching, learning and testing is imminent. As a result, NHUSD is proposing a concerted effort to raise awareness and enthusiasm across the grade span among teachers, students and parents during the first six months of the RTT-D grant. This process of informing all stakeholders has already begun as we have planned for our RTT-D application. We have engaged in dialogue with principals, teachers, union representatives, and community partners to help them understand the urgency to be prepared for full implementation of CCSS by the 2014-15 school year.

It is critical that, as teachers become more knowledgeable about CCSS college and career ready standards and the assessments that emerge from the Smarter Balanced Assessment Consortium, that they effectively communicate this information to their students, both verbally and by demonstrating the standards in their classrooms. Use of technology will also have an enormous impact on student goal setting, accountability and mapping progress toward college and career.

Secondary students will continue to establish their College and Career Plans during the 8th grade – literally mapping out their course work leading to graduation. In the 9th grade all students participate in a Career Unit which is designed to support student implementation of their College and Career Plans. In the 10th grade students participate in their Tenth Conference which requires them to reflect back on the goals they set in the 8th grade and to adjust their plans to address emerging goals and career plans. Students sketch out their classes for the remaining two years of high school based on their goals at this time. They are strongly encouraged to take the PACT/PLAN which includes a career inventory and other college related features. A Career Exploration Unit is also available for 10th graders to track their plan implementation. Then 11th graders are encouraged to take the ASVAB Career Exploration Program to provide them with information about their aptitudes and personality and how they match with various career options. Our 11th graders are also encouraged to take or retake the PSAT because it is normed for Juniors and is connected to the National Merit Scholarship program. The 11th graders are also engaged in college exploration sessions coordinated by the Logan High College and Career Center and led by admissions personnel from many colleges and universities.

Over the summer prior to their Senior year, students are given summer assignments to further research colleges and universities, identify colleges they want to apply for, participate in internships and other college or work related opportunities and begin their col-

lege essays. Seniors participate in small group sessions with their counselors to support college and career planning. Throughout this process attention is paid to students' academic outcomes and how they map to their College and Career Plans.

All grade levels are encouraged to take practice ACT or SAT tests online a minimum of twice per month and as part of that time online, take virtual tours of a college to begin and reinforce seeing themselves in a college setting. Counselors coordinate and host Academic Achievement Night, an annual event providing a range of postsecondary activities and workshops.

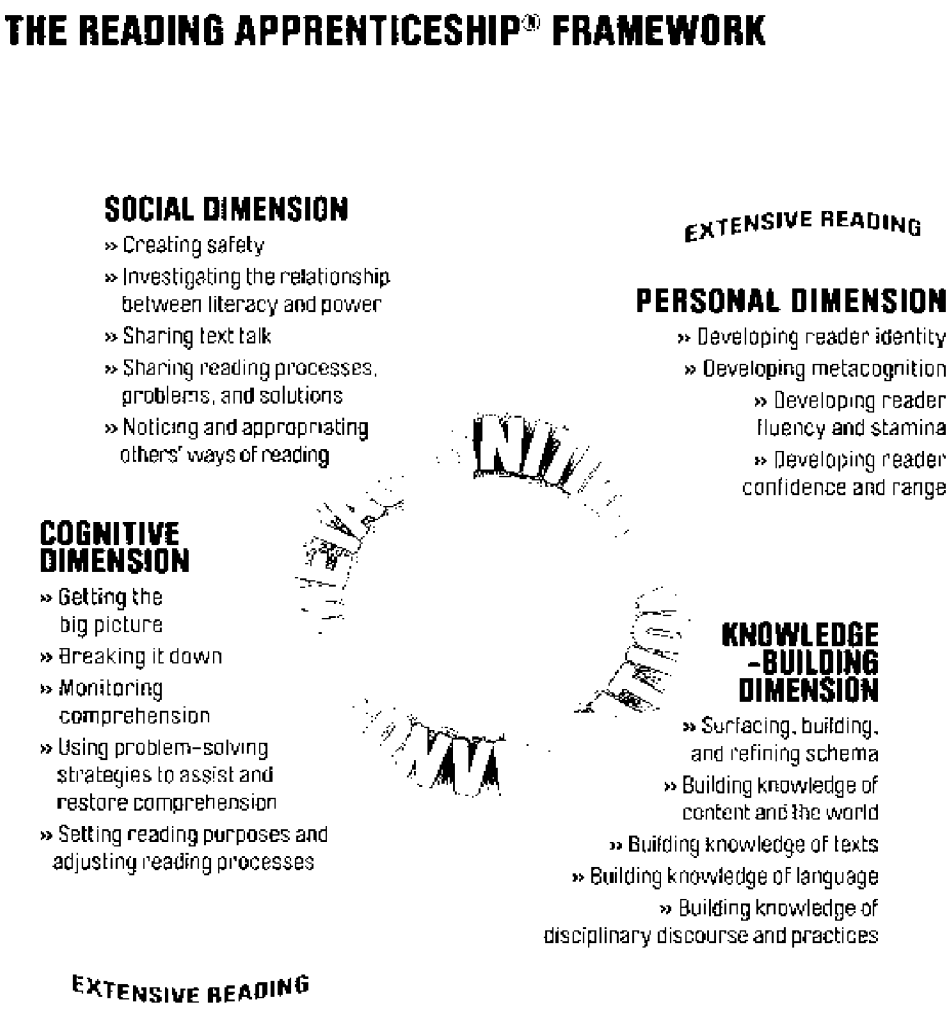
Students at Decoto School for Independent Study (IS) review academic/graduation progress as well as college/career goals, both in Advisories with teachers and with their counselor on an ongoing basis each year. All students also complete an ILP (Individual Learning Plan) as they start in IS, along with a career interest inventory which reflects their strengths and possible career choices based on their outcomes. Then the student engages in goal setting and plans his or her academic year, which is reviewed as needed.

Representatives from Chabot and Ohlone community colleges conduct Early Decision application and assessment workshops. Career/college planning for IS also includes industry field trips organized by Eden Regional Occupational Program

While all of these efforts are laudatory, we are consistently aware that our outcomes are not what they should be. We have a persistent disparity in academic testing and matriculation outcomes between white and Asian students and their African American and Hispanic classmates. With a student-counselor ratio of 480:1, it is simply not possible for counselors to provide the level of support and guidance students need to be successful. In addition, the involvement of parents is a vital element in the successful transition of students to college and career. At the high school level, parent involvement sometimes drops off, especially for underrepresented student populations. There are many barriers that have to be overcome – including, but not limited to: language and cultural barriers, the sheer size and complexity of our secondary schools, adolescent separation processes, and parents simply not having the time to come to school functions.

Implementation of the Academic Parent-Teacher Teams (APTT) is designed to keep the parents deeply involved with their children's education, goal setting, and college and career trajectory. In this way, students and their parents have a clear conception of the course requirements for graduation and, at a minimum, for admission into the public university systems in California.

As we roll out our proposed technology plan, parents will have access to their students' College and Career Plan and will be able to monitor their students' progress through the Parent Portal in Q, the District's student information system. Students will also have



access to this same information on a rapid time basis. If students begin to slip off course, parents and teachers will have rapid time data access to monitor homework completion, attendance and progress grades that can spur action to support the student to get back on track. If students have missed part or all of a course due to absenteeism or lack of focus on their work, they will have access to credit recovery through the online PLATO system. In this way technology can provide a substantial support for personalization and support for setting and achieving individual goals.

Finally, the students themselves will be deeply engaged in goal setting, tracking their own progress and accessing expert advice from their teachers as well as their counselors. Robust access to information via the Student Portal gives student much more knowledge and control over their secondary and postsecondary Plan and greater responsibility for achieving their goals.

<u>(iii) Are able to be involved in deep learning experiences in areas of academic interest;</u>

All of our professional development work with teachers and school leaders focuses on deep-

ening the learning experiences made available to students across the grade span.

Both JTL (Critical Literacy) and WestEd (RA) stress enhancing literacy skills for deep inquiry. They emphasize reading for meaning and metacognitive inquiry and help students to discover how their reading skills can be employed across subject matter. The figure to the left illustrates the interlocking dimensions of reading and cognition that teachers and students explore together through RA. Adolescents' needs for discovering and developing personal identity through learning and for social interaction are both explicitly supported in RA. Cognitive strategies focus on skills for recognizing, testing, and building understanding, while the "knowledge-building" dimension zeroes in on content, both specific to a subject and in schematic relationship to other subjects, and on understanding academic discourse and processes. Overlying and linking all these domains, the teacher facilitates "metacognitive" conversations about the thinking processes students and teachers engage in as they read: "What is reading and how are we going about it?" These conversations happen both internally through reflection, and externally through one-on-one and small- and large-group discussions. The Critical Literacy and thinking skills taught through JTL's Critical Reading at the elementary level enable students to interpret and analyze texts, to discover themes and story arcs, to present arguments and to think about the ideas presented in texts, rather than merely repeating the information texts provide. Our hypothesis is that Critical Reading segues seamlessly into RA at the 7th grade level and is already preparing hundreds of NHUSD students to succeed in the CCSS environment and beyond.

Writer's Workshop also addresses helping students to think more critically about their writing to deepen their use of language and their ability to communicate their thinking to others. This approach utilizes the same workshop methodologies that have been proven effective for professional writers – with an emphasis on writing and not only on component parts such as grammar and spelling. Writing assignments are developed so that they are relevant to students' lives, thereby ensuring that they are culturally relevant to the student writers and provide cross-cultural insight through sharing of the written products among diverse students.

The Mathematics Studio Program engages students consistently in evidence-based learning experiences that involve: 1) cognitively demanding mathematical tasks; 2) adherence to mathematically productive classroom norms and relationships; 3) productive disequilibrium about mathematical ideas and relationships; 4) mathematical discourse that focuses on students' mathematical reasoning, sense making, representations, justifications, and generalizations; and 5) reflection and metacognition about their own and each other's mathematical thinking.

College Board is a pro bono partner in support of rigorous pre-Advanced Placement and Advanced Placement (AP) coursework among NHUSD students. The District was recently named one of 18 Districts in California to be admitted to the College Board AP Honor Roll because we simultaneously increased access to AP courses and maintained or increased the percentage of students earning scores of 3 or higher on the AP exams. The majority of U.S. colleges and universities grant college credit or advanced placement for a score of 3 or above on AP exams.

If RTT-D funds are awarded, the District will have the capacity to dramatically increase professional development using these evidence-based strategies, and, as a result, we expect to deepen the learning experiences of students across the grade span.

(iv) Have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning; and

NHUSD is a highly diverse community of learners (92% students of color), and many of these students are from first generation immigrant families. However, 67% of our teachers are white which could, and to some degree does, create a cultural and linguistic disconnect. That said, NHUSD leadership, site leadership and teaching staff are keenly aware of this challenge, and as such, we work consistently to ensure that our curriculum materials and teaching methods deeply honor and celebrate our diversity as a community of learners.

As noted above, Writer's Workshop is designed to allow and encourage students to write about their own life experiences and topics that are relevant to their cultural and familial context. The written products are shared by their authors in the classroom by orally reading to the rest of the class. This approach is used explicitly because it allows budding writers to access themes and events that are important to them and whereby they can express their deepest thoughts and feelings. The classroom setting is made safe for students to be candid with their peers and their teachers.

In addition, as we assess curricula and textbooks for adoption, one of the critical requirements is to ensure that these materials reflect our cultural diversity and give opportunities for students to share their understandings in a cross-cultural context. Use of open source materials also allows us to access more diverse and culturally relevant materials. We work actively to breakdown stereotypes and misconceptions that surface due to ignorance. One of our requests is for more library materials that will be brought into the classroom and for the ability to readily access more online and source documents for student inquiry. One of the reasons for this request is

that our current classroom libraries are woefully inadequate and what is available does not necessarily represent the diversity of authors and historical documents that is necessary to teach courses from a multi-cultural and global perspective.

Our foreign language offerings at the secondary level include Spanish, Tagalog, French, ASL, Chinese, and Punjabi, so that high school students have a wide range of opportunities to study some of the major languages spoken in our community, and to connect with diverse cultures through language study. Our middle schools and high schools also offer international clubs and culture-specific clubs that take great pride in sharing activities that honor their heritage with the larger student body and the community.

(v) Master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving; The NHUSD RTT-D application is predicated on the need to expand the ability of our students from Kindergarten to graduation to develop 21st Century skills. This is exemplified by our strategic literacy approach – with JTL's Critical Literacy at the elementary level and WestEd's Reading Apprenticeship at the secondary level. These partners are fully dedicated to helping teachers enable students to apply critical thinking and a spirit of inquiry to everything they read – across all subject matter and in their personal lives.

Writer's Workshop emphasizes written and oral communication as well as critical thinking and creativity. Students give constructive feedback to each other about their writing, thereby inspiring a sense of teamwork and mutual understanding in the classroom.

The Math Studio helps teachers to engage in mathematical thinking in a much deeper way, including: providing explanations, making justifications, formulating conjectures and generalizations, using multiple representations, engaging in metacognition, and making connections between prior understandings and new learning in math.

College Board (CB) is a partner that is crucial to the overall rigor of our secondary instruction, preparing students for college and career. In this role CB provides support for the pre-AP and AP coursework, ensuring that students take the PSAT test and that teachers make use of the results to help students understand where they stand academically in a very granular way and to set meaningful and ambitious goals for their secondary schooling and their postsecondary ambitions. CB will be a pro bono partner in the RTT-D implementation, as a thought partner and staff development expert to increase rigor and college readiness among our secondary students.

In addition to these "across the curriculum" approaches, we also recognize that there are students who are facing very daunting challenges due to lack of English proficiency, disabilities and community and family challenges that impact their success in school.

We propose to increase the flexibility and personalization in the classroom, thereby helping these struggling students to be more successful in regular classrooms – by utilizing technology, enhanced flexibility around time for tests and assignments, and more individualized attention.

However, some students' challenges are multiple and serious. As a result we are augmenting our existing Response to Intervention programming and Restorative Justice efforts at the secondary level. This allows us to address specific learning challenges and social-emotional problems that get in the way of student success. In this context, teachers, counselors and partner agency staff provide the individualized support for goal setting, communication, self-advocacy and problem solving that is necessary to address conflict with peers and academic failure.

Finally, it is important to note that NHUSD has already developed a systematic way of engaging secondary students in setting goals and persevering in their efforts to achieve the goals, even when difficult. The college and career planning process described in section (C)(1) above takes students from Kindergarten all the way through high school, with specific planning and goal-setting activities built in. Seniors have small group sessions with their counselors to conduct overviews and obtain assistance in postsecondary planning.

We will build on this existing system by ensuring that student plans are available online for the student, their parents and their teachers to ensure that everyone is able to review the plans and whether the student is actually on track to achieve their goals. Given the large size of our middle and high schools and the dearth of guidance counselors, it is essential that we find new, more efficient ways of keeping student goals in the forefront and monitoring and supporting students to have the perseverance and grit needed to accomplish their goals.

(b) Student access

(i) A personalized sequence of instructional content and skill development; All secondary students in NHUSD have elective options in their curriculum that they can tailor to their particular interests and career goals. However, we are proposing a higher level of personalization by creating more choices within the classroom across the entire grade span by shifting from a teacher-centered to a student-centered curriculum and teaching approach. All of the professional development we have proposed is aligned with CCSS and with shifting the locus of attention to problem solving, meaning making, metacognition and independent/interdependent student learn-

ing. This process is supported by the use of online curricula and flexibility within the classroom to allow teachers and students to make robust use of technology, project-based learning and small group instruction depending on the assignment and the student's individual interests.

(ii) A variety of high-quality instructional approaches and environments; NHUSD proposes to significantly enrich the instructional approaches and environments in our schools and classrooms from Kindergarten through 12th grade. We will provide all of our teachers with high quality professional development over a four-year period with consistent focus on personalization and effective instruction for all students. We will provide universal access to technology for assessment and to support instruction and learning. We will strengthen social-emotional supports to students in collaboration with a number of community based and public agency partners. And we will engage parents at a much deeper level in their children's education.

Our professional development will focus on strategic literacy across the entire grade span by helping teachers to engage students in critical reading and writing that changes the classroom experience from teacher-centered to student-centered. Teachers may "cover less material" in the course of a year, but they will engage students in deeper dialogue with each other and with their teacher to make meaning of their studies. Teachers will no longer "move on" if students have not demonstrated mastery of the subject matter. Teachers and students will be engaged in a Socratic dialogue that causes students to think about the subject matter from a variety of perspectives and that does not necessarily seek the "right" answer to every question. These same principles of deeper inquiry will be applied to all subject matter.

Teachers and students will have access to significant ***online resources*** that will allow much greater flexibility in the classroom. Assessment, quiz, and homework results will be immediately available to teachers and students so that they can adapt the learning experience to students' diverse needs. Students who are struggling may be given time to access other texts, open source digital lessons, and online instructional programs that reinforce what they have missed or misunderstood. More advanced students will have the opportunity to go into greater depth in the subject area through online resources. Rapid time assessment scoring saves the teacher time while providing granular information about students' areas of weakness or misconception. This efficiency allows the teacher to focus efforts more effectively where they are really needed, and students receive much more personalized, data-informed attention.

Open educational resources (OER) will provide a much richer, CCSS aligned body of curricular and instructional materials that

are at the disposal of teachers and students. While we propose to enhance our classroom libraries by purchasing a significant number of hard copy materials, the body of online materials we will access will revolutionize the accessibility of source materials for students.

Our APTT strategy will dramatically enhance the ***participation of parents*** in helping students and teachers with goal setting and accountability. This approach helps the student to see the family and the school as aligned partners in the effort to provide them with a rigorous and effective education that prepares them for college and career.

Finally, our ***social-emotional supports*** are designed to ensure that students who are facing difficult life circumstances receive the help they need to stay on track academically and to thrive physically and emotionally.

(iii) High-quality content; The District is planning to utilize a variety of high-quality instructional content, including open-source electronic textbooks and online resources that have been vetted for alignment with CCSS. The CK-12 Foundation, for example, has developed standards-based e-textbooks in biology, chemistry, physics; math from arithmetic through calculus, social science, earth science, statistics and more. Teachers can customize these books, add personal content, add content from other e-books as needed to create the most appropriate material for each group of students.

We also anticipate using other open source materials, such as Khan Academy lessons, that will allow students to access high-quality content presented by expert instructors. Teachers can assign these lessons as part of the students' homework, thereby allowing opportunities to use these materials for pre-teaching or re-teaching.

Again, all of the curricular professional development in this application (SCL, RA, WW and MSP) are directed toward increasing the depth of discourse, writing and thinking that are expected and supported in all subject matter across the curriculum. This does not mean necessarily that different texts, problems or labs are required. Rather it means that students will work with that content at a deeper level as a result of better instructional practices and higher expectations.

(iv) Ongoing and regular feedback, including, at a minimum—

(A) Frequently updated individual student data to determine

A new deployment of DataDirector, a thoroughly tested online data and assessment application, will help NHUSD teachers to synthesize multiple types of student test data to inform teaching and learning. DataDirector will allow every teacher to capture and share data with students in real time, through online assessments and/or by scanning plain-paper assessments and analyzing specific areas

for improvement as well as recognizing student progress. This rapid time feedback allows teachers to modify their lesson plans, group students for projects and assign homework in ways that inform students of their areas of mastery and where they need more work. This process will occur on at least a weekly basis in all core subject areas, and, in some instances, students will receive daily feedback on their progress based on online homework completion and class assignments that utilize technology to assess students' understanding of content.

In addition, NHUSD administers the Northwest Evaluation Association's Measures of Academic Progress (MAP) tests three times each year. The results of these benchmark tests measure student growth, not grade level. Teachers and students receive rapid time data on student performance down to the strand level. This allows students to understand very specifically where they excel and where they require assistance, and it allows teachers to quickly customize their approach at the student and classroom level.

(B) Personalized learning recommendations

Secondary students' college and career plans, including goals for completing coursework and staying on track for their target college(s), can be loaded into DataDirector, giving teachers the opportunity to make individualized recommendations on what standards need to be addressed to stay on track, how standards relate to students' interests and goals, and provide learning activities tied into the students' specific areas for improvement.

All students in the District will have regular formative assessments (i.e., NWEA MAP) and teacher generated quizzes and tests that provide granular feedback to teachers, students and parents regarding student progress toward CCSS competencies. DataDirector will also provide information on student attendance, disciplinary data, and other variables that factor into ensuring that learning recommendations are aligned with student strengths and needs. As a result of these data and the personal interaction of teachers with students, a variety of recommendations will be generated. These recommendations will result in referrals to GATE programs, Response to Intervention, Special Education assessments, SSTs, Restorative Justice Circles, and other interventions, as appropriate.

The Academic Parent-Teacher Teams (APTT) are also a key source for personalized learning recommendations. In this process parents and teachers are able to confer about student plans and performance against that plan. The APTT model is designed to use data and collaborative dialogue to repurpose traditional parent-teacher conferences into a results-driven initiative.

"Research confirms that when families have high expectations for scholastic attainment students do better in school, they have better attendance, they develop a healthy attitude toward learning and achieving, and they are more likely to enroll in college courses and attain a degree. By introducing teachers and families to a more structured and rigorous system of information sharing, based on student performance data, a stronger connection gets established that allows mutual high expectations agreements to take root. In turn, these reciprocal agreements reinforce support of student learning at home and focus available academic resources at school and community to meet the specific needs and talents of each student."

WestEd October, 2012

The APTT process also gives students opportunities to discuss their goals with both teachers and their parents, and it helps parents to better understand how they can support their child's academic performance at home. Student goals are revisited on a regular basis and are adjusted to reflect the realities of their performance, changes in life circumstances and goals for the future.

(v) Accommodations, high-quality strategies for high-need students to ensure they are on track toward meeting college- and career-ready standards / graduation requirements

NHUSD has an acute focus on meeting the needs of high-need students of all kinds, including but not limited to: English learners; students with disabilities; children and youth living in extreme poverty; and students who are struggling with behavioral health and family challenges. As noted in Section A of this grant, many of our subgroups are struggling academically and behaviorally, but we have established "ambitious yet achievable" goals for reducing the achievement gap and mitigating barriers to student achievement, graduation and college and career readiness.

A core strategy to achieve educational equity is implementation of a Full Service Community Schools (FSCS) initiative across the District. In 2012 James Logan High School (Logan) was designated as a national model by the Coalition for Community Schools. Logan received that designation for its integrated approach to student academic performance, health, and wellness. This reflects our deep understanding as a District that we must address the strengths and needs of children holistically if we are ever to eliminate the achievement gap and prepare all of our students for success in college, career and life. Logan has a full time health clinic, social worker, and a wide array of county services that are provided on site or very near the school. Logan is an important part of the recently established Kids' Zone Initiative that is targeting additional community resources, starting in the lower-income Decoto neighborhood immediately adjacent to the high school.

With the help of RTT-D funding, we intend to expand the existing resources that support student social-emotional, health and academic wellbeing by expanding the reach of the Kids' Zone and leveraging the existing health, behavioral health, academic enrichment and youth development resources available to our schools and neighborhoods. We are partnering with the Alameda County Health Care Services Agency, other county departments and many nonprofit agencies (see our Competitive Preference Priority narrative for more detail). These resources, when fully integrated with our traditional instructional and academic support programs, can significantly increase the chances that high-need students will succeed in school, graduate and move on to success in college and career.[11]

Other specific high school intervention and support programs include: Freshmen Families and Lab Classes; California Partnership Academies; California High School Exit Exam Seminars; online Credit Recovery programs (PLATO); and Saturday School. All of these programs are built into the structure of the high school and focus on supporting high-need students. Behavioral health and social supports are available through Filipino Advocates for Justice, the Tiburcio Vasquez Health Center, the Hume South Asian Center, the Lincoln Child Care Center, Alameda County Behavioral Health, and many more.

For our elementary and middle schools, we have convened a broad array of partners who support our students and families. We have a new 21st Century Community Learning Center grant that supports academic and enrichment services after school at Cesar Chavez Middle School and Emanuele and Searles elementary schools, both in the Decoto neighborhood targeted first for the development of a continuum of services through the Kids' Zone. In addition, we have services and supports at the K-8 level from a wide array of public and community partners: Filipino Advocates for Justice (mentoring, groups), the Hume South Asian Center, the Lincoln Child Center Engagement program for habitually truant children and youth, the Alameda County Truancy Mediation program, Migrant Education behavioral health, and mental health counselors at both middle schools as well as at Pioneer, Kitayama, Hillview Crest and Searles Elementary Schools, with more planned for Emanuele later this year.

We utilize the Response to Intervention approach across the grade span to focus resources on the needs of students who are struggling. RTI provides customized services (e.g., tutoring, after school instruction, behavioral interventions, and parent engagement and

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[11] Cohen, J., Social, Emotional, Ethical and Academic Education: Creating a Climate for Learning, Participation in Democracy and Well-Being, *Harvard Educational Review*, Vol. 76 no. 2 Summer 2006.
Hawkins, J.D., Smith, B.H., & Catalano, R.F., Social development and social and emotional learning, in *Building academic success on social and emotional learning: What does the research say?*, pp. 135-150, New York, Teachers College Press, 2004.

training) to support students and their families on an individualized basis. Student Success Teams (SSTs) are widely used throughout the District. While the original intent of SST was to provide a method of intervening on behalf of all students who needed assistance, over the years SST had become more of a step in the process of placing a student in Special Education. The original intent was for teams of teachers, psychologists, nurses, and administrators to meet with the family to design an individualized plan for a student whether in the regular classroom or in a Special Education setting. In the last two years our Director of Student Intervention has been working site by site to restore SST to its role as a tool for providing the individualized supports that students and families need and removing the method from its lock-step association with Special Education in many educators' and counselors' minds. We have revised the SST forms made them part of the Q Student Information system. This enables all educators and practitioners to access students' background information, identified strengths, prioritized concerns (academic, attendance, behavioral, or social-emotional) as well as the action plans created to address the concerns. An exemplar of the current form is attached in the Appendix (page 340).

Our RTT-D application builds on this existing infrastructure by providing increased professional development for all faculty and staff and support for advising and greater personalization in the classroom which we believe is an effective and sustainable model for addressing the challenges faced by high-need students.

Finally, since California is a member of the Smarter Balanced Assessment Consortium, we will be implementing "adaptive" assessments in NHUSD. This online assessment process provides much more useful information about students on the "farther ends of the spectrum – high achievers and struggling students – [who] fare worse on those types of tests [fixed-form] in terms of allowing teachers to identify exactly what material those students have or have not mastered."[12] This will allow our teachers to target our resources and interventions much more effectively to help high-need students to stay on track toward college and career.

(c) Mechanisms to provide training and support to students that will ensure that they understand how to use tools and resources provided. Our professional development strategies focus on dramatically improving student-centered educational practice across the District and across all grade spans. We are supporting teachers as they shift their practice to increase personalization and student engagement as learners – not simply listeners. This means that we have to give students the literacy, numeracy, scientific and social-emotional tools they need to take charge of their own learning experiences. Teachers' roles will shift from delivering factual content to

[12] Davis, M.R., *Shifting to Adaptive Testing*, October, 2012. http://dd.edweek.org/nxtbooks/epe/dd_2012fall/index.php#/12

helping students make sense of information that they obtain from a wide array of sources – including, e-textbooks, online curriculum, original source material, classroom discussion, projects, and teachers. Our talented teachers will receive additional professional development so that they can make this shift by providing students different study options, pacing and measures of success based on individual strengths and needs. Students will learn to use technology effectively and in conjunction with the ISTE National Educational Technology Standards for Students (NETS•S) modeled by The Partnership for 21st Century Skills *ICT Literacy Maps* to develop the technology and information literacy skills needed in the 21st Century.[13] These standards are also in alignment with CCSS in that they emphasize constructing meaning, collaborative learning, creativity, critical thinking, and personalized learning:

1. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

2. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

3. Research and Information Fluency; Students apply digital tools to gather, evaluate, and use information.

4. Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

5. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

6. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.

Students will learn to work with teams to solve problems and engage in higher-order thinking. When teachers and students reach a technological or methodological impasse, technical assistance will be available from our Technology department and/or designated teacher-leaders in technology at each school site, with an eye to building capacity among teachers and students.

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[13] District Technology Plan, Goal 3e, pg 16

(C)(2) Teaching and Leading.

Table (C)(2), below, outlines the goals, deliverables, timelines, and responsible parties in our plan to **transform the role of educators** in implementing personalized learning and driving college- and career-ready outcomes.

Table (C)(2) Plan for personalizing the learning environment through expanding teacher and leader capacity and enhancing practices, such that all students have the support to graduate college- and career-ready

Activities	Y Q	Deliverables	Responsible
Goal: 1 Teachers implement effective personalized learning environments and strategies			
Annual APTT conferences set goals with parent, teacher, student participation	Y1, Q3 to Y4, Q4	Teachers trained in APTT Annual learning goals	Project Director
Teachers trained in RA, SCL, MPS learn to personalize classroom work to individual students' interests and conceptions	Y1, Q3 to Y4, Q4	Evaluation shows increased personalization	CAO, D K-12, classroom teachers
Teachers allow flexibility in timing and type of assignments	Y1, Q3 to Y4, Q4	Broader range of student options for learning	
Students learn through project based learning, individual projects and collaborative, service-learning, research, etc., using visual, oral, written, and other ways of demonstrating mastery	Y1, Q3 to Y4, Q4		
Teachers and students talk and write about the practice of learning		Students develop metacognitive skills	
Teachers use technology, 21st Century learning tools in classroom		Students gain wide range of learning options	
Goal 2: Teacher evaluation linked to student proficiency and growth			
Design teacher evaluation model collaboratively	Y1 Q1-3	Draft TEACHER evaluation model	New Haven Teachers Assoc., HR Director
Pilot evaluation model	Y1 Q3-4	Evaluation model "mockups" for review	CAO, NHTA, HR Director
Solicit teacher feedback through surveys	Y1 Q4 to Y2 Q1	Feedback on pilot evaluation model	
Modify and negotiate evaluation model	Y2 Q2	Final evaluation rubric	Board of Ed, CAO, NHTA
Board and NHTA approval	Y2 Q3	Preparedness to launch	
Implement new evaluation system	Y2 Q3	Evaluation system that links individual teachers to indi-	CAO, NHTA, HR Director

Table (C)(2) Plan for personalizing the learning environment through expanding teacher and leader capacity and enhancing practices, such that all students have the support to graduate college- and career-ready

Activities	Y Q	Deliverables	Responsible
		vidual student growth	
Teacher/administrator focus group input	Y2 Q4 to Y3 Q2	Feedback on early implementation	External evaluators
Evaluate implementation	Y2 Q4 to Y3 Q2	Lessons learned, recommendations	
Midcourse corrections as needed	Y3 Q3	Improved evaluation model	CAO, external evaluators
Implement modified evaluation system	Y3 Q4	Improved evaluation model	CAO, NHTA, HR Director
External evaluation of system	Y4 Q1-3	Objective evaluation report	
Focus group and survey input	Y4 Q1-3	Broad range of stakeholder input	External evaluators
Report to all stakeholders	Y4 Q4	Progress report, final report in Y4	
Goal 3: Educators use data effectively to match students' needs with resources			
Teachers analyze NWEA in detail	Y1, Q3 to Y4, Q4	Benchmark with nationally normed assessment	CAO, Principals, Teachers
Teachers use DataDirector for continuous formative assessment	Y1, Q3 to Y4, Q4	Clear ongoing pictures of each student's progress	CIO, CAO, Principals
PLCs create common assessments through collaboration by grade and subject matter	Y1, Q3 to Y4, Q4	Framework for teachers to confer on differential results	Principals and Teachers
In-classroom assessment coaching to assist teachers in developing and using assessments	Y1, Q3 to Y4, Q4	Usable feedback for teachers in how to use assessment technology and concepts	Coaches
Teachers use formative assessments to make timely referrals to RTI and other resources	Y1, Q4 to Y4, Q4	Students need for assistance identified early	Principals & Teachers

(a) Educator professional development, professional teams and/or communities that build collective capacity to—

(i) Support effective implementation of personalized learning environments and strategies;

As noted above, the thrust of this application and the goals of the District are to increase personalization in all of our schools – especially in our large secondary schools. We propose to enhance the existing Professional Learning Communities (PLCs) in our schools in preparation for Districtwide implementation of the CCSS and the Smarter Balanced Assessments in 2014-15. We have thoughtfully considered what professional development our teachers need to be prepared for this shift to increased personalization, rigor and relevance. We are also closely focused on the sustainability of our efforts over time.

Table C(2)a .Professional Development	Grade Span	PLC	Skill Set	Trainer of Trainers	Co-horts	Coaching	Sustainability
Just Think Literacy	K-6	✓	Critical Literacy	✓	✓	✓	✓
Reading Apprenticeship	7-12	✓	Academic Literacy	✓	✓	✓	✓
Math Studio Program	K-12	✓	Math	✓	✓	✓	✓
Academic Parent-Teacher Teams	K-12		Parent Engagement	✓	✓	✓	✓
Advance Placement Prep	6-12		Academic Rigor Multiple Subjects			✓	✓
Technology	K-12		Assessment, instruction, parent engagement	✓	✓	✓	✓

All of these professional development efforts will be rolled out over time, usually in cohorts that are organized by school or by grade span. We anticipate that early adopters will be recruited to become peer trainers who will provide on-site technical assistance, coaching and ultimately sustainability of effective program models. By the end of the fourth grant year, we expect that virtually every teacher in the District will have been trained in these evidence-based practices, and there will be in-house trainers and coaches who can implement the trainings for new teachers to the District for the foreseeable future. The District leadership will take responsibility for ensuring that all teachers have the appropriate professional development and that programs are being implemented successfully in all schools and classrooms.

The technology implementation process will be slightly different in that classified staff will play a much larger role in support of

technology utilization across the District. They will provide ongoing technical support as teachers adopt the use of tablets and a much more robust use of online OER materials in the classroom. However, each school site will have a stipended teacher who will be the "go to person" when teachers have questions about the use of technology in the classroom.

(ii) Adapt content and instruction,

Professional development will help teachers to engage students as active learners through use of technology to allow students to move at their own pace, using different learning modalities (e.g., video, audio, kinesthetic, multi-modal, and problem-based approaches). We will also employ small group project-based learning teams to allow students to apply their knowledge in pragmatic ways, thereby reinforcing learning and making it more relevant to their lives. Finally, the proposed professional development helps teachers to engage students in deeper inquiry and metacognitive work that moves students beyond factual knowledge to applying knowledge, analyzing and interpreting textual information and differentiating learning based on historical context and the development of knowledge, awareness and wisdom over time and across cultures.

Personalization will also be supported by the robust use of assessment technology (e.g., DataDirector and NWEA MAP) to ensure that teachers receive rapid time information on individual student performance. Smarter Balanced Assessments will be implemented via an online, adaptive testing design which will give teachers much more useful information than a fixed-form assessment – especially for struggling and high performing students. These assessment strategies are vital links to drive personalization in the classroom.

(iii) Frequently measure student progress toward college- and career-ready standard/graduation requirements and use data to inform the acceleration of student progress and improvement of individual and collective practice of educators; and

NHUSD currently administers the NWEA MAP tests three times each year to provide benchmark assessments of student growth K-12. NWEA provides rapid turnaround and very granular reporting at the student and classroom level. These reports allow teachers to assess what skills and knowledge students have mastered and those that require re-teaching or reinforcement through experiential projects or use of online instructional programs.

At the high school level, beginning in the 10th grade, all students must take the California High School Exit Exam (CAHSEE) for English language arts and math. If students do not pass one or both of these tests, they are referred to the CAHSEE Seminar which is a month long after school seminar with a blended learning (hybrid) model that combines traditional classroom instruction and use of

PLATO online curriculum. This approach has been very successful with 72% of struggling students passing the CAHSEE on their next attempt.

We propose to use DataDirector to support even more robust measurement of student progress toward college- and career-ready standards. Currently, teacher administered quizzes and assessments are hand scored, generally not standardized across a grade level, and may or may not be aligned to state standards (and ultimately CCSS standards). As a part of our professional development and coaching efforts, we expect to convene teachers by subject matter and grade level to collaborate on standardized assessments that will be given throughout the year. These assessments will be posted on the DataDirector platform and, when administered, the results will be available to teachers and school leaders on a rapid time basis. This allows teachers to immediately adjust their lesson plans, group students with common misconceptions, and assign homework (e.g., Khan Academy lessons) so that students who are struggling can be helped immediately to get back on track. This immediate feedback will also allow school leaders to identify classrooms that are falling behind as well as those that are accelerating student learning. This provides opportunities for peer observation and coaching, dialogue between teachers and technical support for teachers who need assistance.

These data, tied to the District's student information system and human resources data, provide school and District leaders with actionable information about student performance and teacher impact. This information in turn allows school leaders to focus supervision, professional development and coaching on teachers who need support to become highly effective, as defined by this NIA.

(iv) Improve teachers' and principals' practice and effectiveness NHUSD and the New Haven Teachers Association (NHTA) have worked together collaboratively in 1998-1999 and 2003-04 to develop two successive evaluation frameworks for the District and its certificated personnel. These evaluations have included clarifying objectives and a set of observable indicators. These indicators are intended to serve as examples of the kinds of observable behavior which would indicate that a particular objective is being achieved.

Following are some of the evaluation assessment techniques which are used in the evaluation of certificated classroom employees in NHUSD: formal and informal observation in the classroom by site/District administration; formal and informal observation outside the classroom (related to the teacher's primary assignment) by site/District administration; review of teacher-parent communication; review of student work; conferences with the teacher being evaluated; *analysis of student test data*; and review of appropriate and substantiated information from other sources. It is important to note that multiple measures are currently in use as part of the teacher eval-

uation process.

Because the current policies are somewhat dated and to prepare for implementation of CCSS, the District and the NHTA have agreed to reconvene the Evaluation Task Force (ETF) which is a bargaining committee with an equal representation of teachers and administrators, and all members have equal voice. Work of the ETF includes the study and discussion of professional articles and action research conducted by teachers and administrators in the system. The ETF is in the process of identifying staff interested in piloting the protocols and procedures for alternative evaluation models. This implementation and the results will be observed and documented by ETF throughout the coming year.

Our proposed timeline for development and implementation of a new teacher evaluation process is included in the timelines for section (A)(3).

Principal evaluation is also an established practice within NHUSD. Principals are evaluated by the Chief Academic Officer based on attainment of the District's and school's goals and best practices in school leadership. In addition to these general frameworks and the detailed duties that derive from them, the principal is evaluated based on the results of their students, collectively and by subgroup on formative (NWEA MAP) and summative (CST) testing, school climate, parent engagement and a number of other factors such as narrowing the achievement gap. Principals and Directors in the Division of Teaching and Learning are evaluated at least annually, and this process provides the principal an opportunity to review his/her goals and accomplishments over the period since his/her last evaluation. It also provides a chance to plan ahead and set goals and action plans for the next six to twelve months.

Since student achievement is already a significant factor in principal evaluation, we are conceptually aligned with the requirements of the RTT-D solicitation and with full implementation of the CCSS. However, we have not yet clearly defined for our District the metrics for effective and highly effective principals. We will, therefore, include this process in the work of the first six months of the RTT-D grant year (January-June 2013).

(b) Educators have access to, and know how to use, tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation

(i) Actionable information that helps educators identify optimal learning approaches that respond to individual student academic needs and interests;

As outlined above, we propose to provide teachers with significant (at least 10 days per year) evidence-based professional development in the areas of Critical Literacy, math, writing, parent engagement and utilization of technology. Our literacy strategies are designed to support deeper work across the curriculum, including ELA, math, social science and physical sciences. Technology use is designed to provide rapid time feedback to teachers and students regarding their level of subject matter mastery and any gaps or misconceptions in their learning. Technology also provides students with self-paced and self-directed learning opportunities that supplement or enhance the classroom experience.

Comparable professional development will be provided to principals to ensure that they are prepared to support the proposed curriculum innovations (SCL, RA, WW, MSP) and the overall programmatic changes – e.g., use of technology for assessment and learning (NWEA and DataDirector) and deep parent engagement (APTT).

All of the proposed professional development will be supported by: 1) expert content providers; 2) summer institutes and school year follow up professional development; 3) curriculum coaches; 4) technology support staff; 5) PLCs on-site at schools and by grade span across all schools; 6) PLCs for principals so that they can provide teachers with useful and actionable feedback; and 7) peer-to-peer classroom observation and coaching.

This professional development will be initiated in grant Year 1 and will roll out over a two to four year period depending on the subject. For example, the technology professional development will necessarily roll out quickly to get all teachers and students up to speed early on so that they can utilize online assessments and custom reports to inform instruction. But the curricular professional development will be implemented with cohorts of teachers divided by grade span, teaching assignments, and prior professional development. These cohorts will form professional learning communities that will receive ongoing coaching, classroom observation, and peer-to-peer support. Some professional development will train trainers in order to support sustainability.

The proposed professional development is directly relevant to full implementation of the CCSS and the personalization of the learning process for all NHUSD students. We understand that CCSS and personalization represent a major shift in educational practice from teacher-centered to student-centered pedagogy. We know it is the right way to go, and, with the proposed RTT-D funding, we are poised to make this shift Districtwide and to become a model District with excellent results, including dramatic reduction in our persistent achievement gap.

(ii) High-quality learning resources (e.g., instructional content and assessments), including digital resources, that are aligned with college- and career-ready standards/ graduation requirements , and tools to create and share new resources; and

We plan to access open educational resources (OERs) through groups such as the CK-12 Foundation, K-12 handhelds, Kahn Academy, and Achieve's OER Commons. The OER Commons has been developed to provide a method by which District leadership, principals and teachers can evaluate the alignment of curriculum materials to the CCSS. In this way, teachers can assess the quality and alignment of any of the 30,000 items currently available through the OER Commons. Teachers can also use the OER rubrics and evaluation tool to provide input to the overall evaluation of materials. This use of OER materials gives teachers much more flexibility to customize lessons that meet their students' needs in contrast to using a single textbook as the basis for all lessons. As NHUSD teachers develop their own model lessons and materials, we will post them on the OER Commons to share with their colleagues in the District and beyond. These materials will in turn be evaluated and suggested changes will be made to enhance their use with our students.

We are also purchasing more seat licenses for the PLATO online learning system which supports credit recovery, preparation for the CAHSEE and gives students flexibility to complete their coursework even if they are unable to attend on-campus out-of-school time programs. These digital and open source materials will provide both teachers and students with greater access to diverse materials and learning approaches that will help to personalize the educational experience and address different life experiences, learning styles and help to fill knowledge gaps that may have occurred due to factors such as family transiency, immigration, periods of time in juvenile custody, and many other reasons.

We are proposing to purchase 13,000 hard copy books for classroom libraries so that students and teachers have greater access to critically important nonfiction resources. [14] CCSS literacy will require a much greater emphasis on reading and analyzing a range of nonfiction texts, and our libraries are sadly lacking in diverse hard copy content.

We are proposing to purchase additional document cameras that will be used to provide students with opportunities to see and

[14] CCSS requirements inform the development of classroom libraries. CCSS calls for primary sources and short pieces on social studies and scientific topics. Students need to read and understand grade-level nonfiction literature. They need resources to compare and contrast fictional and historical accounts, write a variety of pieces, create organized arguments to support claims. When writing research projects, student need to be able to identify additional questions for further research.

practice annotation, highlighting and meaning-making activities on copies of original text. This tool helps teachers to expose their own learning process (a key tenet of Reading Apprenticeship) and for students to demonstrate their own process of attacking a problem or text, with additional opportunities for peer feedback and alternative pathways to making meaning. This process demonstrates that there is usually not one single way to come to deep understanding of a problem or text and that the diversity of background, culture, experiences and learning styles can deepen and enrich the entire classroom's learning experience.

(iii) Processes and tools to match student needs) with specific resources and approaches to provide continuously improving feedback about the effectiveness of the resources.

Our curriculum and assessment planning has identified a number of ways to use data to identify student strengths and needs and to utilize that information to customize instruction to ensure that all students are receiving high quality, personalized instruction that meets their needs and capitalizes on their assets. As we have discussed, we utilize granular analyses of NWEA MAP tests three times a year to identify where students have mastery and where they need added help. This information will drive individualization and scaffolding of learning for individual students and small groups of students who are challenged by specific concepts or processes. These same nationally normed assessments will also identify gifted students who need a more accelerated pace to avoid boredom in the classroom.

However useful the NWEA testing is, it is only done three times per year, and teachers need much more frequent data on whether students understand the lessons being taught. Traditionally, teachers develop weekly quizzes to determine whether students are "getting" the lessons of that week. This process takes time and grading scores of quizzes is tedious and time consuming. However, with the use of online assessment technology (DataDirector), teachers can conduct a quiz using digital technology and get almost instantaneous results, by the student and by the classroom. In fact, with DataDirector, homework can be done online and teachers can quickly get an understanding where students are struggling and where they have mastery before they begin class in the morning. This process can help teachers identify problem areas and rethink how a particular concept should be addressed to ensure student success. This information can lead to better referrals to intervention programs such as RTI, after school tutorial support, or if need be, the SST process.

To further refine this process, we propose to empower the PLCs, by grade level and/or subject matter, to create common assess-

ments that benefit in their creation from a collaborative process among expert teachers. This allows teachers to confer on differential results or common problems they are all facing – helping each other to identify creative teaching strategies that might help advance student outcomes across the District.

To address classroom level issues, principals, Instructional Leadership Teams (ILTs) and curriculum coaches will be monitoring the effectiveness of our transformational work in each classroom. We propose to monitor classroom implementation of our literacy, math, writing and parent engagement strategies. Principals and coaches will conduct regular walkthroughs to observe whether professional development is affecting classroom practice. NWEA data will be analyzed at the classroom level to identify whether support is needed for specific subgroups (e.g., EL, SWD) or classroom-wide. This approach will identify needs and provide appropriate support early in the school year – thereby avoiding situations wherein a group of students falls behind or misses vital content and that fact is not discovered until the summative test results from CSTs come in at the beginning of the next school year.

Beyond the classroom, there is a wide array of support services, delivered both by District staff (counselors, psychologists, nurses, etc.) and by partner organizations (health and behavioral health services, youth development, college and career programs and restorative justice agencies). Again, DataDirector and our student information system ("Q") allow us to track the outcomes for many of these programs such as school attendance, truancy, suspensions, dropout, graduation and college enrollment. These data systems also enable us to create an "early warning system" that flags students who are beginning to show early signs of difficulty. Many of our students are experiencing traumatic life circumstances, including divorce, domestic violence, incarceration, homelessness, and other challenges that affect their ability to focus in school. Our social-emotional support efforts benefit by the collaborative staffing at the James Logan High School Full Service Community School initiative and the Kids' Zone programs across the District.

All of the aforementioned quantitative data are valuable and powerful indicators of the efficacy (or lack thereof) of various strategies we are employing to change student outcomes. However, qualitative data are also vital to understanding the whole picture of programmatic effectiveness, and these data come from focus groups, key informant interviews, open ended survey questions and other resources that can provide a more nuanced picture of program effects.

We are proposing to conduct a formal external evaluation to provide in-depth and objective feedback about programs that are having the desired effect and those that are not and which may need to be modified or discontinued. (See Section E. Continuous Im-

provement) The external evaluator will have access to all test scores (e.g., NWEA MAP, CST and District-created benchmark assessments), demographic information, attendance, discipline and other relevant data. Based on these data, the evaluator will provide quarterly briefing reports that identify trends, implementation problems, and give an early warning if some aspects of this comprehensive plan need attention.

(c) Training, policies, tools, data, and resources for learning environment that meets individual student academic needs and accelerates student progress:

(i) Information for continuous school improvement NHUSD is in the process of updating our teacher and principal evaluation process in collaboration with the New Haven Teacher's Association with the understanding that student achievement will be a significant part of those evaluations. Student achievement has historically been part of NHSUD's teacher and principal evaluation and our evaluation process has been fairly and equitably applied. Since the classroom teacher is the single most important factor in student achievement, we expect to enhance the classroom experience, rigorous learning, and student academic success by ensuring that teachers are effectively evaluated and provided the professional development they need to continuously improve their impact on students.

We are also proposing to provide teachers with the tools (e.g., rapid time assessment, digital learning materials, high quality professional development, and coaching/peer mentoring) that they need to personalize the learning experience of each student in their classrooms. Teachers will be able to show students virtually instantaneous results on homework, quizzes, District assessments and NWEA MAP testing – thereby giving the teacher and students information that allows them to decide what the next steps might be for re-teaching, independent online work, peer tutoring, and other options.

Table C(2)b. Have been harassed for Race, Ethnicity or National Origin	9th	11th
American Indian	23%	27%
Hawaiian/Pacific Islander	30%	12%
Asian	31%	16%
African American	29%	19%
Hispanic	21%	17%
White	35%	18%
Other	27%	25%
Multi-Racial	27%	16%

We are developing an "early warning system" that flags high-need students for immediate intervention. This system brings demographic and performance data stored in Q (e.g., attendance, GPA, disciplinary data, and standardized test scores) and the assessment data stored in DataDirector together to identify students who are at risk for dropout and/or failure. This system will also be used to identify students who have been performing well, but who are showing warning

signs such as slipping attendance or lower quiz grades. The early warning provides the school administration and the student's teachers with a heads up to ensure that someone checks in with the child/youth to determine if there has been a change in their personal lives or some difficulty with peers or teachers that requires intervention.

School climate is a substantial issue – especially at large schools like our secondary schools. We have a substantial number of students who do not feel connected at their high school – only 34% of 9th graders and 28% of 11th graders report that they feel a high level of connectedness with school. In addition, 49% of 9th graders, 58% of 11th graders and 86% of continuation high school students report having used alcohol and other drugs. Table C(2)b illustrates that, despite the incredible diversity of our school community, many students are being harassed due to their racial/ethnic background, especially in the 9th grade when students are particularly vulnerable to these issues.

We believe that our proposed RTT-D action plan is designed to improve students' sense of connection to school because so much attention will be paid to personalization of the learning experience and engaging struggling students with meaningful support. Teachers will also be trained in working with diverse students in a way that supports students' self-esteem and honors cultural differences. In the process of reading texts with an eye to deeper learning and metacognition, students will look at provocative and challenging materials in the historical and cultural context in which they were produced. Writer's Workshop explicitly encourages students to write from their life experiences and the sharing process, when done well, will help students with different life experiences to understand each other better and to learn how to value differences. Our strategy for parent engagement is also designed to help parents to enter into partnership with their children's schools and teachers in a much more meaningful way. This home-school connection will reinforce the personalization of our learning environments, a common focus on student goals and outcomes, and a closer connection between students and teachers.

While we expect to diminish negative behaviors among our students, issues will continue to surface. We are, therefore, instituting a Restorative Justice model for managing disciplinary issues, creating a greater sense of safety and accountability in the school environment. We will monitor the efficacy of this approach over time, with the expectation that suspensions and expulsions will diminish and that students will reflect a greater sense of connection to school and an increase in the number of students who report feeling safe at school and a diminishment in harassment for any reason. We also expect to see improvements in overall school culture and climate

as reported on the biennial CHKS School Climate Survey.

(ii) Training, systems, and practices to continuously improve school progress toward increasing student performance and closing achievement gaps.

See C(2)(iv) above.

(d) Increasing numbers of students taught by effective and highly effective teachers and principals,

In parallel to our emphasis on personalized education in the classroom, we are proposing to provide personalized professional development, supervision and coaching for all of the teachers and principals in the District. Teacher trainings will be designed with best practices in adult learning in mind. This means that professional development will give teachers opportunities to be active learners with ample opportunities to model what they are learning and to learn from each other. This also sets up the conditions of collegiality and sharing between teachers across grades and schools.

By giving teachers tools that help them assess what students have and have not learned, we are increasing the likelihood that they will be able to help every student in their classroom to be successful from struggling students to high achievers. In addition to granular assessment data, teachers will also be provided professional development in new teaching techniques and online tools that help students to excel. In this way, we anticipate that more and more of our teachers will be judged effective and highly effective as defined by this NIA and our District – thereby leading to the outcome that more students each year will be taught by effective teachers.

Because we are driven by our goal of educational equity, we will make special efforts to ensure that effective and highly effective teachers are attracted to teach in our lowest performing schools. One way of achieving this outcome is by having effective and highly effective principals at those schools. Research tells us[15] principals set the tone, culture and expectations in a school. Since we have control over school leadership assignments, our practice will be to ensure that our best principals are assigned to our most challenged schools, and we believe this will ultimately attract the most effective teachers to those schools as well.

School districts throughout California are struggling to find qualified teachers for STEM classes, special education and for EL students. Market economics drive some of this problem because it is difficult to compete with Silicon Valley for scientific talent. However, we believe that district climate, high quality professional development and support can help to attract experienced and dedicated

[15] Darling-Hammond, L., *Good Teacher in Every Classroom: Preparing the Highly Qualified Teachers Our Children Deserve*, Jossey-Bass, 2005.

individuals to the teaching profession in NHUSD. Highly effective principals are also a factor in a teacher's decision to accept a post in a low-income and/or low-performing school.

In order to ensure high-quality instructional leadership, NHUSD has developed a system that promotes and implements collaborative leadership through ILTs and the leadership role they play. The ILT is also a forum for developing school leadership. In addition, principal and assistant principal meetings and leveled (elementary and secondary) principal meetings contribute to school leadership development and ensure that NHUSD has a cadre of highly effective principals. ILT membership also provides a pipeline for teachers to advance to administrative roles should they choose that path. Our system builds replacement leadership and provides sustainability through the ILTs and the leadership role they play.

D. RTT-D – LEA Policy and Infrastructure

(D)(1) LEA Practices, Policies and Rules.

Table D(1) below outlines our plan to align District policy and infrastructure such that students, educators, parents, and community members receive the support they need.

Table D(1). Plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator, and level of the education system (classroom, school, and LEA) with the support and resources they need, when and where they are needed.

Activities	Y Q	Deliverables	Responsible
Goal: 1 District provides supports and services to all participating schools while allowing flexibility in decision-making			
Each school's Instructional Leadership Team (ILT) makes decisions about school's instructional program based on data	Y1, Q1- 2	Site-level instructional plans	Principals
District provides broad instructional focus (e.g. literacy) for sites to organize ILTs	Y1 Q to-Y2, Q2	District-wide instructional focus already in place	CAO, DK12
Sites have budget flexibility around supports, resources needed	Y2, Q3-Y3, Q3	School-level budgets	Superintendent, CAO
District convenes ILTs collectively for Targeted Leadership	Y1, Q1 to Y4, Q4	Already in place: District-wide focus on leadership themes, e.g. equity, social-	CAO, DK12

Table D(1). Plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator, and level of the education system (classroom, school, and LEA) with the support and resources they need, when and where they are needed.

Activities	Y	Q	Deliverables	Responsible
			emotional learning	
Create Professional Learning Community around Open Educational Resources (OER)	Y2, Q1 to Y4, Q4	1-4	- Each site's ILT has at least 1 member responsible for researching and sharing OER best practices	ILTs, Project Director, Tech staff
District provides sustainability for 21st century learning tools			- Technology renewal bond passed by end of Y3 - Pursue additional funding for technology upgrades	Superintendent, Director of Technology
District supports to enroll low-income families in Comcast broadband/computer access program			90% of district families have computer/internet at home	Kids' Zone Director, Community Liaison
Goal 2: District leadership supports personalization of learning environments				
District supports teacher-led grading and assessment study and implementation groups at elementary, middle and high schools	Y1, Q1		Already in place: teachers have ownership of personalized assessment process	CAO, DK12
District examines flexible options for granting credit for student mastery of subject matter	Y2, Q1 to Y3, Q4		Policy on flexible credit plans	CAO, DK12, Director of Student Interventions
District allows flexibility to teachers in choosing OERs for classroom use	Y4, Q 1-4		Students are exposed to a wide variety of high quality resources	CAO, DK12
District provides facilitated training on grading and assessment for all teachers and principals	Y2, Q 1-2		600 educators trained in grading and assessment aligned to CCSS	CAO, DK12
District provides ongoing in-classroom coaching on rubric development and calibration of student work based on CCSS	Y2 Q3 to Y3, Q4		Students receive meaningful feedback on progress	CAO, DK12
Roll out tablet computers districtwide	Y1, Q3 to		- All middle/high school students have 1:1	Director of Technology,

Table D(1). Plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator, and level of the education system (classroom, school, and LEA) with the support and resources they need, when and where they are needed.

Activities	Y Q	Deliverables	Responsible
	Y3, Q1	devices - All elementary students have 2:1 devices	
Provide technology coaches and digital media specialists for in-classroom coaching and PD on use of 21st century media	Y1, Q3, to Y3, Q4	- Enhanced teacher, student access to rich supply of digital resources - Increased number of teachers using digital resources in classroom	Director of Technology, CAO, DK12
District provides enhanced resources for PLATO credit recovery allowing out of school time learning and credit recovery	Y1, Q1 to Y4, Q4	Double capacity to serve students using PLATO	DK12
District provides technical support to teachers, students, through device support and data systems support as well as tech coaching	Y1, Q2, to Y4, Q4	Interoperable data systems routinely used to monitor and support individual student achievement	Director of Technology
Goal 3: Create continuum of supports for students and families, starting with high-need students			
Planning– Kids' Zone Director lays out plans for community school ramp-up with new staff, publicizes RTT-D initiative to community, disburses funds to 21st CCLC sites for materials purchases,	Y1, Q1-3	- New hourly staff recruited, assigned as academic liaisons, parent educators - Community informed of RTT-D activities - 21st C Kids' Zone sites have increased enrichment and academic supplies	Kids' Zone Director, KZ Steering Committee & Advisory Board, 21st CCLC site coordinators and principals
Establish Fremont Family Resource Center SparkPoint satellite center at Kids' Zone offices.[16]		- FRC SparkPoint in place by Sept 2013 - SparkPoint serves at least 150 Decoto residents in 2013-14, 250 in 14-15, 350 in 15-16, 500 in 16-17	Kids' Zone Director, FRC

[16] SparkPoint Centers are one-stop centers for financial literacy, benefits analysis, job training and life planning, operated by the United Way. For more on the SparkPoint, see the Competitive Preference Priority narrative.

Table D(1). Plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator, and level of the education system (classroom, school, and LEA) with the support and resources they need, when and where they are needed.

Activities	Y Q	Deliverables	Responsible
- Hire 2 part-time community liaisons to connect families to services, assist with community based work, follow up on chronic student attendance issues, arrange community events, training parents and community members, working with youth development programs -Train the liaisons along with a small number of parents and youth in "Technology of Participation" facilitation.	Y1, Q3 to Y4, Q4	- Increase authentic family and community engagement in conversations and work on raising academic expectations, supporting student success, and developing a pipeline to college and career readiness. - 2 community liaison staff, 5 parent and 5 students trained in TOP - 5 community engagement meetings held each year	Kids' Zone Director
Train parents to use online tools to track student progress		Parents log on to Q Parent Connect	Kids' Zone Director, Tech staff
Coordinate youth development activities at Logan HS with Puente classes for Latino students	Y2, Q3 to Y4, Q4	- Part time Youth Development Teacher hired - Youth development and leadership project focused on closing the achievement gap and college and career readiness	Logan Principal, Kids' Zone Director
Provide parent education in dealing with problem adolescent behaviors		At least 40 parents trained in Parent Project Senior each year	Kids' Zone Director
Implement Academic Parent-Teacher Team conferencing – intensive parent engagement model		- Y1, 100 teachers coached to implement APTT academic meetings; scaling up to 150 in Y2, 300 in Y3 & Y4	CAO, WestEd, Principals
Add mental health counselors to high need schools		- 2 additional interns recruited and placed in Y1, additional 2 each year for a total of 8 by Y4.	Kids' Zone Director, FRC, Kids Zone behavioral health partners
Sustainability and growth planning for Kids' Zone	Y1, Q4 to Y4, Q4	- At least $2 million raised in continuation funding by end of Y4 - At least 2 new foundation/corporate partners	Project Director, Kids' Zone Director

(a) LEA central office provides support and services to all participating schools.

Intent on transforming teaching and learning through a District-wide instructional focus and committed to involving teachers in the leadership process, NHUSD has empowered each of its schools to create an Instructional Leadership Team (ILT) to make critical decisions affecting student learning. Each ILT consists of 6-12 teachers, including representatives from each grade level and/or department. ILTs meet regularly to make decisions about the school's instructional program by analyzing student performance data and teacher practice data. The ILTs also lead and monitor the implementation of a sound instructional focus inclusive of professional development and targeted student interventions. All ILTs are linked by our District's instructional focus on literacy; however, each ILT has the flexibility to create a narrower focus and approach the work in its own unique way.

To ensure District-wide alignment in working toward the goal of ensuring that all students are performing at grade level in core academic subjects, ILTs meet collectively throughout the school year for Targeted Leadership. Discussions in 2012-13, for example, focus on leadership development, and participants will work on improving communication within the system and on improving facilitation skills. In 2011-12, our focus was working with EL students. Another regular component is focusing on equity issues, part of the District's ongoing effort to address questions of race, culture and gender and find ways to improve academic achievement for all students. ILT members will visit eight other sites throughout the year to conduct classroom observations, concentrating on instructional focus and giving participants an opportunity to incorporate observed skills and behaviors as well as offer input and suggestions.

(b) Providing ILTs in participating schools with flexibility and autonomy;

As part of implementing CCSS, school site leadership teams will be provided additional flexibility and autonomy in such areas as school personnel decisions and staffing models, roles and responsibilities for educators and non-educators, and school-level budgets. The District already provides flexibility at the site level for all site categorical and support funds. Each school has the freedom to set its own focus and create aligned action plans based on their identified performance needs and to do so through the Instructional Leadership Team process.

(c) Giving students the opportunity to progress and earn credit based on demonstrated mastery.

Our initiative is using the current work of the District's Grading and Assessment Task Force to explore the option of flexible student credit in academic subjects to supplement the standard academic program.

The Grading and Assessment Task Force, launched in 2011, is facilitated by the Director of K-12 Instructional Programs, and is developing recommendations to the District and stakeholders in spring 2013. The Task Force is reviewing District policy and recommendations for student assessment and grades, which had not been updated since 2000. The Task Force is a collaborative working group with representatives from all levels of the District schools: elementary, middle and high school. The majority of the members are teachers, although administrators and parents are also included. The rationale for the large teacher presence is to have on hand the expertise of the ***instructional practitioners*** in providing a knowledge base of what matters most for grading and assessment.

The Task Force also incorporates study and discussion of professional articles and facilitated workshops led by experts in the field. The Task Force produced a mid-point report and presented it at the Targeted Leadership (TL) meeting in April 2011. Monthly Targeted Leadership meetings include ILTs from every school in the District to focus on effective implementation of the District's instructional initiatives. Superintendent McVeigh and District instructional leaders also attend these meetings.

In 2011-12 Task Force teachers began piloting new grading and assessment protocols and procedures at Kitayama Elementary, Alvarado Middle and Logan High. This pilot implementation and its outcomes are being observed and documented by the Director of K-12 Instructional Programs to determine whether the process helps to personalize the educational experiences of the students in these schools. The District has demonstrated its commitment to this learning process by supporting the teacher-led grading and assessment study and implementation groups at various elementary, middle and high schools. These meetings also provide fertile ground for discussion and input that will inform the final recommendations for District grading policy.

Our Grading and Assessment Task Force is working toward

- Support for facilitated professional development on grading and assessment for all teachers
- Support for piloting of research-based assessments that are implemented by individual and collaborative groups of teachers
- Integration of grading and assessment with professional development for the Common Core State Standards (CCSS) and curriculum
- Support for teachers to write curriculum and assessments aligned to CCSS
- Professional development for teachers on rubric development and calibration of student work based on CCSS

The voices of students, parents and community are being included in decisions and development of assessments. Parents and stu-

dents were invited through newsletters and the District website to participate in the Task Force, and we have had active parent and student participation in Task Force meetings throughout 2011-12 and into the current school year.

The Grading and Assessment Task Force will complete a preliminary report to the School Board in Winter 2012, and a final report and implementation plan for restructured student assessment and reporting will be completed in Spring 2013. In 2013-14, we will test the implementation plan in selected schools. In fall of 2014, our new grading and assessment protocols will launch Districtwide to coincide with the implementation of CCSS. The Task Force anticipates that flexible credit options will be available on a limited basis at James Logan High in 2014, with teacher teams devising flexible credit options for students as our technology plan rolls out. By the 2015-16 school year, high school teachers will have had a full year of CCSS implementation. They will have also had a full year of tablet computer use for classroom instruction. This will give teachers and students experience with rapid time feedback on quizzes, homework and more formal assessments. We expect that this combination of CCSS and use of technology will be a potent combination to support greater personalization. Granular interpretation of student mastery, challenges and misconceptions can drive individualized instruction, use of learning resources and credit based on mastery vs. seat time. This "experiment" will then be used to leverage teachers' creativity on strategies to support students in accelerating their learning and demonstrating mastery. ILTs in our two middle schools, comprehensive high school, independent study school and alternative high school, and across subject areas will select targets for developing flexible credit options and piloting them in 2015 in Math, English, and Science. Our preliminary research indicates that the Ohio Department of Education has developed a large library of resources for planning and implementing flexible credit, based on real-world District experiences, and we intend to study their lessons learned and recommendations.

(d) Giving students the opportunity to demonstrate mastery at multiple times and in multiple comparable ways.

One of the inputs that we have received from students and parents is that it is important for educators to give students the opportunity to show what they have learned in ways other than written assessments. Project-Based Learning and electronic portfolios are being carefully considered by the Grading and Assessment Task Force, as well as demonstrating mastery through personalized assessments using DataDirector

DataDirector: Teachers will have useful information about their students' strengths and weaknesses when they walk through the door, because that information will be available in an easy-to-understand report from *DataDirector*. Each student in NHUSD will be

assessed three times a year on NWEA benchmark assessments, and the results of each test, as far back as kindergarten, will be at the teacher's fingertips. For the students who have mastered a specific standard, the teacher can offer more in-depth or higher-level work. For the students in the middle, the teacher can combine direct instruction with individualized online practice work. Then the teacher can bring the struggling students up to speed individually and provide them with online reinforcement that is interesting and responsive to their growing grasp of the material.

Summer Institutes will be reinforced through school-year professional development and coaching. Teachers and instructional leaders will develop and adopt resources to support differentiated learning. Unit extensions, practice sheets, and computer learning systems that map to the students' different levels will be available for teachers to use in individuated instruction.

When properly implemented, CCSS provides students multiple opportunities to demonstrate mastery, including project based learning and electronic portfolios. Teachers have many options to reach students in ways that are aligned with their interests, learning styles, life experiences and pacing requirements. Our plan for teacher professional development will be fully responsive to this need for flexibility **and** rigor.

PLATO credit recovery software. In June of 2012, the District implemented PLATO Learning for online courses of study, credit recovery, CAHSEE preparation, and Summer School support particularly targeted to high school programs but also providing support for middle school and elementary enrichment and intervention. PLATO is particularly suited to support English Learners. The diagnostics module enables students to pinpoint their learning needs. With teachers' support ELs develop their own course of study, targeting areas in need of support and develop a timeline and a pace for study and course completion. PLATO provides for one-on-one consultation with the teacher, a strategy that is research proven as beneficial to the learning and language acquisition of English Learners. Extended time for learning is also available for students in

> The similarity of grade gains across all groups suggests that PLATO Online Secondary Solutions is able to equally help all students learn across both semesters of the academic year. These results demonstrate that PLATO Learning offers program flexibility that can accommodate a group of students with varying learning trajectories. The results also demonstrate that a majority of the student respondents who were not previously successful academically and used PLATO Secondary Solution in high school to recover credits go on to pursue a college degree after graduation.
>
> *-Evidence of Effectiveness of PLATO Online Secondary Solutions on Student Achievement and College and Career Readiness*

need of intervention. Schools have made PLATO available as a designated class, but students also have access to PLATO at other times such as lunch and after school, enabling them to augment the time they have to complete a course or learning module. The opportunity to continue their study at home because of tablet and PLATO access is another plus that has proven to be of great benefit to students in need of interventions. This combination also helps to address the "digital divide" that drives inequity in our District and many others. PLATO has been studied by third-party evaluators and shown to enhance student achievement across all subgroups.[17]

Between August of 2011 and March of 2012 a total of 44, 426 user sessions have been logged into our PLATO portal. This number includes 40, 710 student logins, 3, 051 teacher logins and 665 administrator logins. The sheer volume of usage demonstrates the pressing need to integrate online learning into existing educational offerings. Our Independent Study Program has developed a successful blended study curriculum with PLATO support and has been able to customize PLATO to more closely reflect the goals and objectives of independent learning. PLATO is critical to our Summer School credit recovery initiative. PLATO diagnostics on the middle school level have allowed teachers to identify choke points in mathematical learning among their students and target both PLATO learning experiences and classroom teaching to address those areas of concern. We are working closely with the PLATO organization to provide specific professional development in response to administrative and teacher requests that would support an even more effective use of the application and advance the learning and achievement of our students.

Assessment and Credit Planning: Each school site will have a designated assessment coach, a certificated teacher at the school who will receive a significant annual stipend to work with her/ his peers to help them develop effective assessments that include multiple modalities. These assessments will be used across classrooms and schools to provide common formative feedback that can help to target instruction so that students can focus on those areas that they have not yet mastered and not have to repeat material that they have mastered. This enhances student motivation and is a much more efficient use of scarce resources.

(e) Learning resources and instructional practices are adaptable and fully accessible to all students,

Reading Apprenticeship, described in detail in Section C, is predicated on being adaptable and accessible to all students, particularly those whose academic career to date has not given them the confidence or skills to grapple with rigorous materials.

[17] Mann, D, and Tinsley, K, (2010) Evidence of Effectiveness of PLATO Online Secondary Solutions on Student Achievement and College and Career Readiness. Prepared for PLATO Learning by Interactive, Inc.

Typical instructional strategies for struggling readers involve simplifying, slowing the pace, and often abandoning more rigorous course work with the tacit understanding that the students are simply not capable of performing at grade appropriate levels of rigor, virtually assuring low levels of achievement for students who are already behind (Dweck & Molden, 2005). In contrast, the RA model is based on research showing that most students are capable of complex thinking and carrying out scientific, historical, and literary inquiry but have not been given the skills or self-confidence to approach these tasks effectively (Greenleaf, et al., 2001; Langer, 2001; Lee & Spratley, 2010; Moje, 2008). Unique among literacy programs, RA addresses students' motivational needs while building skills and knowledge for subject-specific literacy tasks, strengthening students' view of themselves as readers and learners, and yielding strong, documented gains in student achievement. To meet adolescents' academic needs, we must transform high school subject area classes into collaborative, inquiry-oriented learning environments that challenge students intellectually while helping them build their skills in high level literacy (Schoenbach & Greenleaf, 2008).

Just Think Literacy, also described in Section C, is similarly designed to tease out elements of critical thinking in elementary grade children as early as Kindergarten. The Critical Literacy professional development provided by JTL requires teachers to engage thoughtfully with each student, to spend less time talking and telling and more time asking and facilitating. These pedagogical strategies, by centering on the student and the student's process in building understanding, are by nature adaptable and accessible to the individual student.

The Teacher Development Group's Mathematics Studio Program is being implemented in order to personalize and deepen mathematical learning for all students. The TDG's theory of change is that mathematics achievement will improve for all students, if teachers consistently use research-based instructional practices to develop both computational fluency and a deep understanding of mathematics concepts by engaging all students consistently and effectively in the following mathematical practices:

- Providing Explanations: Students explain how they think about the meanings of ideas and the mathematical reasoning they use to make sense of calculations, problems, and/or ideas.
- Making Justifications: Students use mathematical reasoning (both inductive and deductive) to justify why their own or others' ideas are or are not valid/accurate. They identify relevant and age-appropriate mathematical definitions, properties, processes, counter examples, and/or established generalizations to present a robust logical argument and demonstrate precision.

- Formulating Conjectures & Generalizations: Students make and test conjectures and generalizations about the application of their own and others' mathematical ideas and processes to the general case, special cases, and/or different contexts.
- Using Multiple Representations: Students make, use, and connect multiple mathematical representations, equations, verbal descriptions, graphs, concrete models, charts, tables, everyday life situations, and diagrams to "mathematize," make sense of, solve, and/or communicate about the questions, quantities and relationships in problems and ideas.
- Engaging in Metacognition: Students practice mathematical metacognition by reflecting about: (1) what/how they think about a math idea or problem; (2) disequilibrium, breakthroughs, and "stuck-points" in their thinking; (3) ways their mathematical understanding is developing; and (4) specific ideas or learning episodes that influenced their thinking.
- Making Connections: Students make and discuss connections between their prior understandings and the new mathematical concepts and skills they are learning, between their thinking and others' ideas, and between the mathematics they are learning and other contexts/content.[18]

Students with Disabilities will particularly benefit from our effort to personalize the learning experience and to provide greater flexibility in terms of pacing and assessment approaches. For many reasons, the current one-size-fits-all approach in many classrooms does not really serve SWD (or for that matter gifted students). In fact, many SWD, while challenged in one or more aspects of learning, are also gifted and very able in other ways. Therefore, the proposed approach to personalization will be very effective with many SWD. First, thorough and ongoing assessment of their skills and weaknesses will provide the teacher, the student and their parent/caregiver with granular information about what they have mastered and where they are struggling. Second, given access to adaptive assessments ("smart tests"), SWD will not experience as much frustration as they do in fixed-scope tests because they will not be asked to repeatedly try tasks that they cannot complete, and conversely they will not have to repeated complete items that they clearly have mastered. These assessments can be self-paced, allowing students more time to complete the test. Third, the very nature of the online assessment and instructional process can be user friendly for SWD. Frankly, many SWD are tired of being told that they are "wrong" by teachers and peers. However, having a wrong response on an online exercise doesn't have the same emotional burden, and

[18] Bransford et al, 1999; Cohen, 1994; Donovan & Bransford, 2005; Franke et al, 2007; Kilpatrick, 2001; Lotan, 2003, 2006; Stein et al, 2000; Common Core State Standards Initiative, 2010

SWD are often much more likely to calmly try another tack when working on a computer vs. in the regular classroom setting where being wrong is a great source of embarrassment and angst. Finally, the fact that online instruction (e.g., Kahn Academy or PLATO) and homework are available 24/7 and from any location (home, library, coffee shop, etc.) gives SWD the flexibility to find a comfortable location and time to complete their work. For SWD who have physical limitations, the technological solutions may require adaptations, but tremendous strides have been made in this regard. We have only to consider Stephen Hawking to make this option clear.

In addition to the technological aspects of our personalization stratagem, there are also many instructional options in the classroom that make sense for SWD. For example, teachers can create a rotational process where students move between "stations" during the course of the class period or instructional day. For example, a student may work independently on his/her tablet for part of the period, then switch to a small group project with peers and then rotate to small group instruction with the teacher. This process allows the teacher to group students in various ways to maintain a heterogeneous classroom while grouping students based on their needs and/or strengths.

Also, the professional development we are providing will make teachers much more adept at helping students to "make meaning" of textual materials and mathematical situations. In fact, despite obstacles, many SWD are quite capable of sophisticated inquiry and are likely to provide unique perspectives on subject matter from literature to science. Therefore, Critical Literacy, Reading Apprenticeship, Writer's Workshop, and Mathematics Studio Program are ideally suited to helping SWD (and other students) to access original materials and to think critically and deeply about the material. This is not about how quickly the student can "cover" the material, but rather how deeply they can engage in the learning process and make meaning of the material.

Our APTT strategy engages parents, including parents of SWD, in goal setting and interactive dialogue between home and school. Although SWD already participate in the IEP or 504 determination process, we believe that, as we do more and more mainstreaming with personalized and differentiated instruction, SWD will benefit from a closer working relationship with the classroom teacher – setting intermediate goals and guiding both teacher and parent in support of the student.

Another instructional adaptation is our Extended Year. The District operates an extended year program for qualifying students with special needs. Extended School Year services are provided for SWD during the summer in addition to the general academic year. For students who have disabilities which are likely to continue indefinitely or for a prolonged period, and interruption of their educa-

tional programming may cause regression, when coupled with limited capacity to regain skills lost, which renders it impossible or unlikely that he/she will attain the level of self-sufficiency and independence that would otherwise be expected in view of the handicapping condition (CCR Title 5 Article 4 Section 3043).

English Learners: JLT's Seminars in Critical Literacy and WestEd's Reading Apprenticeship are our key initiatives in making instruction accessible and adaptable to the approximately 3,000 English Learners in our District. SCL is focused on the K-6 student population and has been proven effective with EL students from San Diego to Sacramento. The key principle of SCL is to "ensure that English learners don't simply decode words without understanding" but "tease out big ideas from all the details."[19] The JTL curriculum strategies help teachers to define what "Critical Literacy looks like" in Kindergarten and every grade level throughout elementary school. "Teachers spend less time talking and telling and more time listening and coaxing. They push students to go beyond a simple work like 'mad' to sort out more complicated ideas like "frustrated" or "controlling."[20]

Reading Apprenticeship (RA) is focused at the secondary (7th-12th) grade span. RA provides "content expert" teachers with literacy instructional skills that help them to help students, including EL students, to access technical material efficiently and with deeper understanding. Excerpts from three multiyear experimental studies provide moderate to strong evidence of the effectiveness of the RA model in strengthening teacher practices and improving both student literacy skills and student achievement for English learners benefited disproportionately from RA instruction across their course of study, including biology and U.S. History as well as English.

Other High-Need Students include students who have been expelled, who have been detained in the Juvenile Justice Center, are homeless or in foster care. These students are typically leaving and entering schools frequently because of their changing place of residence or detention. Expelled students are generally not eligible to attend school in NHUSD for prescribed period of time and attend a Community Day School operated by the Alameda County Office of Education.

In all of these instances, personalization and flexibility are crucial for success. In the typical scenario a student who has missed a specified number of school days in a semester becomes ineligible for credit, even if he/she has achieved mastery of the subject matter. For example, the average length of stay at the Juvenile Justice Center is 28 days which effectively ensures that the student will not be

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[19] Alpert, E., A Tale of Two Schools Thinking Deeper, *Voice of San Diego*, May 2012.
[20] Ibid.

able to complete the required "seat time" for class credit – making attending school essentially a waste of time. This reinforces any impulse a student may have to drop out of school. Similarly, foster youth and homeless youth frequently change schools in mid-semester and have to adjust to different curricula, teachers, peer groups, etc. These situations constitute extreme hardships and can be remedied by a number of the strategies proposed in this application. For example, providing course credit based on content mastery vs. seat time allows students to stay on track to graduation. Similarly, online credit recovery through PLATO allows students to "make up" parts of the curriculum they did not complete without having to repeat the entire semester and lessons that they have already mastered.

Puente: The University of California Office of the President co-sponsors a Puente program at Logan High school. The Puente Project is a national award-winning program that for more than 25 years has improved the college-going rate of tens of thousands of California's educationally underrepresented students, primarily though not exclusively Latinos. Puente's mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations. The interdisciplinary program includes writing, counseling and mentoring components. Puente was founded in 1981 by Felix Galaviz and Patricia McGrath at Chabot College in Hayward, one of our District's partners, as a grassroots initiative to address the low rate of academic achievement among Mexican American and Latino students. Galaviz and McGrath reviewed over 2,000 student transcript and discovered that Latino students: (1) were avoiding academic counseling; (2) were not enrolling in college-level writing courses; and (3) would be the first in their families to attend college. The Puente model that McGrath and Galaviz designed comprised three components: rigorous language arts instruction, sustained academic counseling, and mentoring by members of the professional community. Puente is another example of how the District utilizes community partnerships to adapt instructional practices and serve students in ways that meet their needs. More information about Puente is available in the Appendix (page 355).

(D)(2) LEA and school infrastructure.

(a) Ensuring that all participating students, parents, educators, and other stakeholders (as appropriate and relevant), regardless of income, have access to necessary content, tools, and other learning resources both in and out of school to support the imple-

mentation of the applicant's proposal.

Our plans for rolling out our reforms are staged and scaled such that all the participating stakeholders will be able to access the resources they need to achieve educational equity and success.

Students: All NHUSD students will be given access to Internet accessible technology in and out of school. We propose to provide tablets on a four-year refresh cycle on a one-to-one basis for grades 7-12 and on a two-to-one basis for grades 1-6. For students who do not currently have broadband internet access at home, we will support their inclusion in the access stipulated by the Comcast merger agreement with the FDC. Under this agreement students eligible for the Free Meals Program will receive a computing device subsidized to cost $150, and a $10/month broadband account without any additional charges. For students who cannot afford even these costs, the Union City Kids' Zone will raise funds to create a scholarship option.

This application proposes to make curriculum accessible to all students both in and out of school. The aforementioned technology will allow students to access online curricula and other learning materials available through open education source (OER) purveyors. PLATO will also be expanded and made more accessible to NHUSD students on a 24/7 basis. PLATO supports credit recovery, CAHSEE preparation, and re-teaching specific subject matter that a student may have missed for a variety of reasons. Other OER materials include e-textbooks from CK-12 Foundation, lessons from Kahn Academy and other open source curricular resources (See Section C for more detail) will be made available to all students through their tablets and online access via affordable broadband.

Social-emotional, academic and youth development supports for students through this application and other collaborative efforts will be extensive. Currently, we have 21st Century after school programs at Chavez Middle and Pioneer and Searles Elementary Schools. Our dramatic overall increase in FRMP eligibility has made our schools more eligible for county, state and federal funding which will be pursued in the future.

First 5 Alameda County sponsors Summer Pre-K Programs at three low-income elementary schools in NHUSD, Alvarado, Pioneer, and Searles. The programs provide transitional early childhood experiences for children without prior preschool or child care experience who will enter Kindergarten. The First 5 Alameda County evaluation of the Summer Pre-K Program (using High Scope curriculum) demonstrates that participating children make significant gains in a number of developmental areas including initiative, language and literacy and social interactions. (See the Appendix page 366 for summary data) This five- or six-week summer program has

been shown to improve students' chances of success in elementary school. In 2008, an evaluation by Applied Survey Research demonstrated that EL and low-achieving children participating in the Summer Pre-K had higher readiness scores than similar students with no preschool experience. Additionally, overall, Summer Pre-K children performed nearly as high as their peers who had attended full preschool. The Kindergarten Observation Form (KOF), developed and rigorously evaluated by Applied Survey Research, is used to measure Kindergarten readiness among students with a variety of pre-K experiences.

Union City Kids' Zone is a robust place-based effort, modeled after the Harlem Children's Zone. This neighborhood effort has been galvanized by NHUSD and brings together many partners, parents, youth and community leaders to identify local assets and needs and subsequently to develop a "continuum of solutions" from cradle to career. The schools serving this high need neighborhood are deeply involved in this promise neighborhood.

James Logan High School has recently been named a national model Full Service Community School by the National Coalition for Community Schools. This designation reflects the commitment to student and family support and deep partnerships and integration between the school and community agencies. One of NHUSD's (and Logan's) signature equity and school climate efforts is the Restorative Justice initiative. This strategy seeks to reduce disproportionate disciplinary actions (suspensions and expulsions) focused on young men of color, in particular African American males. This approach creates a greater sense of accountability to the school community and for the harm that disciplinary infractions (e.g., bullying, theft, etc.) have done to the community. It also avoids "punishing" students by giving them a vacation from school while allowing their course work to slip further. In addition, the FSCS partnerships provide behavioral health counseling, mentoring, tutoring, and a wide variety of other supports for student academic success, health and career readiness. Additional information about Restorative Justice and its linkages to improved academic performance is available in the Appendix (page 361).

The Early Assessment Program (EAP) is an initiative of the California State University (CSU) and California Community College (CCC) systems. The EAP is a voluntary part of the 11th grade CST testing. It is designed to give schools, students and parents an early assessment of student readiness for college and to drive individualized planning for summer and 12th grade programming to help students reach the college readiness threshold so they can enter two- or four-year institutions without need for remediation. We will strongly encourage our 11th graders to participate in this assessment and will actively use the information to help students get back on

track as needed. Evidence for the effectiveness of EAP is included in the Appendix (page 364).

This application is strongly focused on supporting teachers and principals to become "highly effective" as defined in this NIA. As we have spelled out in detail in Section C, we will be focusing our attention on the following:

- Use of technology to undergird effective assessment and highly focused instruction that support students' mastery of subject matter at a deep level. Teachers will have up-to-date technology (tablets, document cameras, dashboards, etc.) that will be routinely used in and out of the classroom to help personalize instruction. Teachers and principals will make robust use of DataDirector to provide them rapid time assessment information on student mastery and misconceptions – derived from homework, quizzes and benchmark assessments (both District and NWEA MAP assessments). Teacher and principal evaluation will take into consideration student achievement when designating them effective or highly effective as defined in this NIA.
- All teachers and principals will be provided intensive professional development as identified in detail in Section C.
- Teachers, principals and parents will be supported to create much more focused parent engagement through the Academic Parent Teacher-Teams (APTT) program. This research-based approach is designed to create deep and meaningful dialogue between teachers and parents around goals for students. Parents are also brought into deeper conversations with each other about the classroom, their children, and their own aspirations for their children.
- Administrators will also receive intensive professional development as a part of the literacy and math efforts with teachers. RA specifically provides its signature professional development to a cohort of administrators during the first two years of this project. The APTT program also includes formal training for administrators. School principals are included in the group professional development provided by the Math Studio Program. While JTL and WW do not have formal professional development sessions for principals and other administrators, they provide an in-depth orientation to the principals so that they can recognize high quality implementation of the program and provide useful guidance to teachers.
- Formative evaluation will be provided by outside evaluators throughout the term of the grant. The evaluator will be responsible for providing formative feedback to guide implementation and to identify barriers to implementation and/or success. This process will be ongoing and will help to ensure that the investment in professional development is yielding results.

Family members will also receive significant support because we understand the crucial nature of parental engagement in the success of their students. We will ensure that parents have access to the Q student information system's Parent Connection. This system allows parents to access their children's academic and attendance records on a rapid time basis. Once some upgrades to Q are implemented, parents will be able to download those records for their own electronic files and for consultation with their children regarding their goals, achievement of those goals, and college and career planning. Parents will also have access to the following supports.

- APTT will provide a venue for deeper engagement with their children's schools, teachers and in helping to set goals in dialogue with the teacher and the students.
- Supports of various kinds will be made available through the Kids' Zone and Logan High Community School partnership. These supports include: GED, ESL and VSL classes; parenting classes, counseling, college advising, and a wide variety of other academic and vocational supports for parents.

(b) Ensuring that students, parents, educators, and other stakeholders (as appropriate and relevant) have appropriate levels of technical support;

The technology team plans to hire additional specialists for device support and training for educators and students and a full-time technology trainer to provide group and one-on-one training and coaching in effective use of technology in instruction.

Professional development: 200 teachers each get 16 hours of technology training per year

The plan includes stipending technology leads at each school to provide additional support and consultation throughout the year

Computer literacy classes for parents and community members through Union City Kids' Zone, starting with 21st CCLC schools

Student support: Students may know how to text message and access YouTube and Facebook, but many do not have the expertise to successfully become engaged in online and technology-based learning. Skills required include file management and sharing, producing and selecting media types, navigating courseware, problem-solving technology/courseware issues, negotiating and collaborating with online team members, time management, resource management, perseverance, personal accountability and responsibility.

Cyberethics is also a major issue that will be addressed in a formal way when tablets become virtually ubiquitous. This deals with issues such as cyber bullying, plagiarism and other intellectual property issues. The Technology Department has a plan for conducting a robust training for teachers and students on cyberethics.

(c) Using systems that allow parents and students to export their information in an open data format and to use data in other electronic learning systems;

DataDirector is fully compatible with data from SASI, Aeries, PowerSchools and all other SIS, however, at this time, data is not exportable by parents and students. We will hire Aequitas Solutions (which supports the Q SIS) to design, develop and deploy a Data Download module for our Parent and Student Portals that will offer, in XML format, a cumulative record for a child including transcript records, enrollment details, and assessment results. This will allow parents and students to transfer their electronic records to their own possession in open data format.

In addition, we are using Google Docs at a District level as of 2012. Google Docs, in this context, would include a student's electronic portfolio of content that they have created, as well as comments and other mark-up provided by their instructors. Using Google Takeout, students and parents can download all their documents as well as video and audio files and other pieces of electronic portfolio work in essentially a one-click operation on any current web browser.

(d) Ensuring that LEAs and schools use interoperable data systems

Our District does use interoperable data systems in that data is available from each system in formats that are easily usable in the other systems; however, they are not all linked into one mega-system.

While there is no "easy button" that copies data from the HR system (Escape) to our Student Information System (Q), or from Q to DataDirector, we provide our own interoperability by regularly extracting data from Escape and loading it into Q for reporting purposes. This allows us to maintain data integrity by using each database as the system of record for its appropriate data set, and allows us to integrate those data sets for information analysis and reporting when necessary. With RTT-D support, we would hire a developer with experience in integrating educational software systems to automate data transfer to the greatest extent possible, as well as designing user interfaces that allow for the most efficient access of data from multiple sources. In many cases, student data can be imported directly into DataDirector and/or Q. For example, our SST forms and action plans are now part of each student’s Student Information Systems record so that classroom teachers can easily track action plans, student supports and progress.

E. Continuous Improvement

(E)(1) Continuous improvement process.

Timely and regular feedback on progress toward project goals: Our proposed plan is centered around student mastery of rigorous academic content. In order to support this primary focus, we are (1) providing extensive, systematic professional development to ensure that more students are taught by highly effective teachers; (2) rolling out 21st Century learning tools with a wide variety of open educational resources; (3) investing in the coordination of District, public, and community-based services through our Union City Kids' Zone so that students and families in need are identified early and provided with a seamless continuum of services and supports.

Our most important tools for providing timely leading information about content mastery are the quarterly *NWEA MAP assessments* and *DataDirector* for evolving formative assessment.

Educators currently use NWEA data to

- Determine precisely which concepts a student has mastered, and which areas to focus on for academic growth.
- Compare academic progress with other children in the class, grade or District.
- Track academic growth over a school year or over several years, even if the student changes schools within the District.
- Determine how to fine-tune specific programs from year to year.

DataDirector provides teachers and principals with the tools to analyze student progress on a daily basis, as needed, as well as looking at longer cycles such as weeks and months.

Our partners in implementing professional development of Reading Apprenticeship, Critical Literacy, and Teacher Development Group strategies for literacy and math will also be providing ways to measure student progress in deeper learning and critical thinking that go beyond standardized assessments – ways to mine student writing, projects and class discussions for evidence of meaning-making and integration of concepts. Our Instructional Leadership Teams will be the primary structure for gathering feedback from teachers on how student learning is changing as we continue to scale up these approaches to instruction and learning.

Academic Parent-Teacher Team (APTT) conferences will provide insight into student academic progress against individualized

goals set through collaboration among parents, students, and teachers. As we roll out APTT in three schools per year, the feedback from these structured, data-driven conferences will provide feedback to parents on their students' learning and to teachers on students' and parents perception of the educational experience.

We will gather feedback on the progress of our Professional Development strategies in a variety of ways. Literacy coaches, math coaches, and technology trainers will provide follow-up on each cycle of professional development as it rolls out in the classroom through structured classroom observation and informal conversations. We will evaluate each training so that we can adapt presentation and content between one cohort and the next. Our ILTs will also gather monthly by site and quarterly by subject area for conferencing on student progress, using data, and how professional development training and follow-up coaching are supporting teachers in real-life classroom settings. ILTs will use Google Docs to share lesson plans, tips, and other learnings from their professional development across the District. Teachers will be surveyed twice per year on their satisfaction with their professional development and their perception of its contribution to student learning.

Our Director of Technology and his expanded team will interface early and often with classroom teachers, principals and students to gather feedback on the rollout of 21st Century technology and the adoption of CCSS-aligned Open Educational Resources (OERs). The technology team will use data such as number of tech support requests; number of teachers and students accessing OERs, number of student logins to project-based learning software; as well as teacher and student surveys. In our schools' ILT meetings, time will be set aside to provide direct feedback to our Director, technology trainer and support staff about successes, hurdles, and questions.

Timely feedback on our Kids' Zone student and family support strategies will require gathering and analyzing data from a number of sources: students and families in the Decoto neighborhood and other high need students and families, community partners, and school and District staff. We will be contracting with external evaluators to help us in designing survey instruments and other data collection plans in an evaluation process that includes ample community and student voice. Section (E)(4) outlines our evaluation plans in greater detail, and our current and proposed Kids' Zone supports are described in the Competitive Preference Priority narrative.

Opportunities for ongoing corrections and improvements during and after grant term: The continuous improvement process is built into the entire implementation plan in a number of ways, as outlined below. Most of the processes and structures put in place or expanded during the course of the grant will continue after the grant term.

Table E(1). Continuous Improvement Assets	Current	During	After
DataDirector – immediate data access for teachers, parents and students		✓	✓
NWEA adaptive student assessment (math & ELA)	✓	✓	✓
Instructional Leadership Teams reviewing implementation and benefit	✓	✓	✓
Academic Parent-Teacher Team meetings to support goal setting and monitor progress		✓	✓
External Evaluation – regular formative feedback		✓	Internal formative feedback

(E)(2) Ongoing communication and engagement.

Stakeholder engagement. Our engagement with the school community and the wider community is continuously evolving. While we have numerous initiatives that engage the community, we believe that our primary vehicle for stakeholder engagement around the RTT-D investments and the District's ongoing initiatives will be our Full Service Community Schools/Union City Kids' Zone structures. In 2012, Logan High was named a Full Service Community School by the National Coalition of Community Schools. Logan received that designation for its integrated approach to student academic performance, health, and wellness: The school has a full time health clinic, social worker, and a wide array of county services that are provided on site or very near the school. The school is an important part of the NHUSD Kids' Zone Initiative, as it serves almost one-third of NHUSD students and is located in the Decoto neighborhood, where the Kids' Zone is making its initial efforts. Logan's School Site Council, comprised of parents, administrators, teachers, staff and students, meets monthly to review achievement and financial data and to provide direction and support in the creation of the annual school plan and school-wide efforts.

The Kids' Zone has a steering committee comprised of official partners and an advisory committee which includes parents, students and representatives from school sites, the city of Union City, the Union City Youth Violence Prevention and Intervention Advisory Committee (Measure UU), Union City Leisure Services, Congregations Organizing for Renewal, Kidango preschool provider, Centro de Servicios Ohlone and Chabot community colleges, CSUEB and counselors from the Tiburcio Vasquez Health Center and the Fremont Family Resource Center. The Advisory Committee has had quarterly or more frequent meetings, usually attended by 20

to 35 participants, including community based organizations, other government representatives, parents, and other community members such as faith based groups. In addition, topic-based work groups meet more frequently. The Kids' Zone also plans to hold "town hall" type meetings in the community, which will be another forum to discuss formative data. Other methods of communicating with stakeholders and soliciting input on Kids' Zone strategies include quarterly newsletters, NHUSD website updates, surveys, and focus groups. We also plan to hold parent meetings for our new 21st Century grant sites twice per year, fall and spring. We held one at each site prior to the start of the program in August and they were well attended. In addition, the 21" Century Kids' Zone Director and the Site Coordinators will be in frequent contact with the school principals and staff around the 21st Century Community Learning Center elements of the Kids' Zone. These meeting structures and communication forums will keep all of the key stakeholders up to date on the operations, needs, and successes of RTT-D.

Through Kids' Zone-funded workshops on educational advocacy for parents and family members, NHUSD will share information on and solicit input on student academic progress and initiatives such as SCL and RA; advances in assessment; how parents can use the Q student information system to access and analyze their students' data on an ongoing basis; how Academic Parent-Teacher Teams are changing parent engagement; and how the Kids' Zone is working to change the paradigm of school as a separate institution to one of school as an integrated part of the community

Additionally, the Equity Task Force includes many parents, students and community members. They meet monthly during the school year and will also engage in regular discussion about the grant initiatives and progress. We also routinely use the following online resources to keep our community informed and engaged with our schools.

- District website/Facebook page
- Parent-student handbook each year in English and Spanish
- Back to School and
- Union City website
- Other partner websites

Superintendent McVeigh also holds several community forums and parent coffees each year, which will be used to discuss District progress in both large and small informal settings.

Finally, the APTT parent-student-teacher academic conferences described above are a method of intensive, directed parent engagement that has shown very strong promise after two years of implementation in urban, minority-majority school districts in Arizona and California.[21]

District and City cable channel The District operates a cable television station that offers live and taped broadcast of Board of Education meetings, and Union City Cable **Channel 27** broadcasts information about upcoming events at the District and opportunities for volunteers, as well as job listings.

Internal stakeholder communication and engagement will also take place in a variety of forums. To analyze student academic progress, educators will use our Instructional Leadership Team (ILT) work sessions and other professional learning communities (PLC) that are built around the professional development we are proposing. In these contexts, we analyze data and make adjustments to improve instruction on a continuous basis. As teachers become more adept at data-driven instruction, they will share best practices, formative assessments, and other resources in person and online.

(E)(3) Performance measures.

In selecting performance measures and targets, the District and stakeholders have examined historical data as well as analyses of leading indicators for college/career readiness, being on-track for college and career, and social-emotional well-being that impacts overall achievement.

The tables on the following pages outline our required and selected measures and leading indicators, the rationale for selecting each one, how the measure will be used to provide rigorous, timely, and formative information, and how the District will review and improve the measure. Where required, all measures will be disaggregated by subgroup.

[21]National Education Association, 2011, Coaching parents as team members, Academic Parent-Teacher Teams, Creighton Elementary School District, *Phoenix,* http://www.wested.org/online_pubs/csap/nea-aptt-profile.pdf

All	Rationale	How measure will provide rigorous, timely, and formative information	How District will review and improve measure
a. #, % of participating students, whose teacher of record and principal are highly effective **b. # and % of participating students whose teacher of record and principal are effective**	Highly effective teachers and principals are at the heart of all our reform efforts. Teachers need support, coaching and data promote student to help us eliminate achievement gaps and ensure that all our students are college- and career-ready.	Measure is based on student assessments, including summative assessment scores on CSTs as well as quarterly NWEA measuring student growth. NWEA's nationally normed Measures of Academic Progress (MAP) assessments are based on more than 30 years of re-search and refinement. NOTE: this measure will be considered in teacher evaluation but not linked to compensation.	District and Instructional Leadership Teams (ILTs) will review measurement practices annually and adjust as needed, with input from external evaluators and collective bargaining unit.
c. (1) #, % of participating students who achieve one academic year of growth on NWEA in Math **c. (2) # and % of participating students who achieve at least one academic year of growth on NWEA in ELA**	NWEA is nationally normed academic test and will remain more constant than CSTs, which are changing to adaptive assessment in 2014-15	NWEA's nationally normed Measures of Academic Progress (MAP) assessments are based on more than 30 years of re-search and refinement. Measure is based on quarterly NWEA assessment of student growth so educators can track progress 3x/year and devise personalized interventions for each student. Reports are provided at the individual student level within one business day.	District leadership and Instructional Leadership Teams (ILTs) will review instructional practices annually and adjust as needed, with input from external evaluators and collective bargaining unit.

Grades PreK-3	Rationale	How measure will provide rigorous, timely, & formative information	How District will review and improve measure
a. #, % of participating students who achieve age-appropriate reading skills on NWEA in Kindergarten	Literacy is at the core of the District's instructional focus; Critical Literacy and success across the curriculum depends on it. NWEA is available for K-12 grades.	Measure is based on quarterly NWEA measuring student growth so educators can track progress three times per year and devise interventions as needed for each individual student.	District and ILTs will review student progress annually and adjust measurement practices as needed, with input from external evaluators, bargaining unit and community.

Grades PreK-3	Rationale	How measure will provide rigorous, timely, & formative information	How District will review and improve measure
b. # and % of participating students entering kindergarten who achieve age-appropriate social-emotional skills on District instrument	Having age-appropriate social-emotional skills in kindergarten is a leading indicator of elementary learning for early-grade students.	Measure is based on the Kindergarten Observation Form (KOF), a research-based assessment of social-emotional skills that provides information on kindergarten students as soon as they begin their K-12 career.	District leaders and Kindergarten teachers will join elementary ILTs to review KOF results annually and adjust measure

Grades 4-8: indicator	Rationale	How measure will provide rigorous, timely, and formative information	How District will review and improve measure
(a) #, % of participating students who are proficient in math by end of 6th grade as measured by NWEA	Passing Algebra 1 by end of 9th grade is key indicator for being on track for college/career; students need to be ready for pre-algebra in 7th and 8th grade. Students < proficient by end of 6th grade still have time for intensive intervention	NWEA's nationally normed Measures of Academic Progress (MAP) assessments are based on more than 30 years of research and refinement.	District and Instructional Leadership Teams (ILTs) will analyze NWEA 6th grade math annually and adjust instructional strategies and measures as needed, with input from external evaluators, bargaining unit and community.
(b) #,% of participating students who attend school over 95% of school days	Student attendance data is one of the most powerful early warning signals for identifying students at risk of dropping out.	Data is available to teachers, parents, and administrators in real-time on Q SIS system. District attendance teams will target students recording more than 5 absences in any quarter of the school year. Principals, teachers, and SSTs) will create intervention plans	District and Instructional Leadership Teams (ILTs) will review attendance annually and adjust measure as needed, with input from external evaluators and community.
(c) #,% of participating students who report high levels of meaningful opportunities to participate in	Research shows the presence of developmental supports and opportunities provide a better indicator of	The purpose of providing intensive teacher PD and instructional supports is to personalize learning so that students are engaged and participating meaning-	District and Instructional Leadership Teams (ILTs) will review measurement practices annually and adjust

Grades 4-8: indicator	Rationale	How measure will provide rigorous, timely, and formative information	How District will review and improve measure
school as measured on CHKS	whether youth will grow up to become successful, well-adjusted adults than does the presence or absence of risk factors	fully in school. The California Healthy Kids Survey Resiliency module is administered bi-annually, but we will ask this question annually of all 4th-12th grade students through online surveys	as needed, with input from external evaluators, students, and community.

Grades 9-12, required	Rationale	How measure will provide rigorous, timely, & formative information	How District will review and improve measure
(a) #, % of participating students who complete and submit FAFSA form	Required, also shows preparedness for college application process and engagement in college planning	This data will be available in Q SIS for teachers, parents, students and counselors on an ongoing basis.	District and Instructional Leadership Teams (ILTs) will review measurement practices annually and adjust as needed, with input from external evaluators, students, and community.
Grades 9-12, on-track indicator	**Rationale**	**How measure will provide rigorous, timely, & formative information**	**How District will review and improve measure**
(b) #,% of participating students taking PACT/PLAN or PSAT in 10th or 11th grade	PACT/PLAN assessment contains career interest inventory and college readiness indicator. PSAT contains college readiness indicator	The PACT/PLAN and PSAT have nationally normed benchmarks for college readiness	ver time the District and Instructional Leadership Teams (ILTs) will review and they will adjust engagement practices and measurements needed
Grades 9-12, career-readiness indicator	**Rationale**	**How measure will provide rigorous, timely, & formative information**	**How District will review and improve measure**

(c) #, % of students earning credit in a Career Technical Education course	Career readiness enhanced by experience in CTE coursework including projects and	Participation rates will demonstrate growing engagement in CTE programming.	District and ILTs will adjust this measurement if it does not prove to be an adequate reflection of career readiness
Grades 9-12 – leading indicators	**Rationale**	**How measure will provide rigorous, timely, & formative information**	**How District will review and improve measure**
(d) #,% of participating 9th graders who attend school over 95% of school days	Student attendance data is one of the most powerful early warning signals for identifying students at risk of dropping out.	Attendance data is available to teachers, parents, and administrators in real-time on Q SIS system. District attendance teams will target students recording more than 5 absences in any quarter of the school year. Principals, teachers, and SSTs will create intervention plans	District and Instructional Leadership Teams (ILTs) will review measurement practices annually and adjust as needed, with input from external evaluators and community.
(e) #,% of participating students who report high levels of meaningful opportunities to participate in school, as measured by the CHKS	Research shows the presence of developmental supports and opportunities provide a better indicator of whether youth will grow up to become successful, well-adjusted adults than does the presence or absence of risk factors	The purpose of providing intensive teacher PD and instructional supports is to personalize learning so that students are engaged and participating meaningfully in school. The California Healthy Kids Survey Resiliency module is administered bi-annually, but we will ask this question annually of all 4th-12th grade students through an online survey	District and Instructional Leadership Teams (ILTs) will review measurement practices annually and adjust as needed, with input from external evaluators, students, and community.

See Performance Measure tables for complete breakout of performance measure targets

Performance Measures – Required for all applicants

Table E(3)a. Performance Measure (All Applicants – a) Applicable Population: **All participating students**

a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice).

		Baseline *SY 2011-12*			Target SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	**Highly Effective Teacher or Principal**	**# Participating Students with Highly Effective Teach-**	**Total # of Participating Students**	**% with Highly Effective Teach-ers/Principal (A/B)*100**	**# Participating Students with Highly Effective Teach-**	**Total # of Participating Students**	**% with Highly Effective Teach-ers/Principal (D/E)*100**	**# Participating Students with Highly Effective Teach-**	**Total # of Participating Students**	**% with Highly Effective Teach-ers/Principal (G/H)*100**	**# Participating Students with Highly Effective Teach-**	**Total # of Participating Students**	**% with Highly Effective Teach-ers/Principal (J/K)*100**	**# Participating Students with Highly Effective Teach-**	**Total # of Participating Students**	**% with Highly Effective Teach-ers/Principal (M/N)*100**	**# Participating Students with Highly Effective Teach-**	**Total # of Participating Students**	**% with Highly Effective Teach-ers/Principal (P/Q)*100**
All participating students	Teacher	2619	7,050	37%	3,906	7,050	55%	4,498	7,050	64%	5,090	7,050	72%	5,682	7,050	81%	6,275	7,050	89%
	Principal	2619	7,050	37%	3,906	7,050	55%	4,498	7,050	64%	5,090	7,050	72%	5,682	7,050	81%	6,275	7,050	89%
African American	Teacher	206	603	34%	324	603	54%	377	603	63%	431	603	71%	484	603	80%	537	603	89%
	Principal	206	603	34%	323	603	54%	375	603	62%	427	603	71%	479	603	79%	531	603	88%
Chinese	Teacher	170	478	36%	264	478	55%	303	478	63%	342	478	72%	381	478	80%	421	478	88%

	Principal	170	478	36%	265	478	55%	305	478	64%	345	478	72%	385	478	81%	425	478	89%
Asian Indian	Teacher	237	627	38%	352	627	56%	404	627	64%	455	627	73%	507	627	81%	558	627	89%
	Principal	237	627	38%	353	627	56%	405	627	65%	457	627	73%	509	627	81%	561	627	90%
Filipino	Teacher	540	1,475	37%	819	1,475	56%	944	1,475	64%	1,069	1,475	73%	1,195	1,475	81%	1,320	1,475	90%
	Principal	540	1,475	37%	817	1,475	55%	941	1,475	64%	1,065	1,475	72%	1,189	1,475	81%	1,313	1,475	89%
Hispanic	Teacher	917	2,477	37%	1,372	2,477	55%	1,580	2,477	64%	1,788	2,477	72%	1,996	2,477	81%	2,205	2,477	89%
	Principal	917	2,477	37%	1,372	2,477	55%	1,580	2,477	64%	1,788	2,477	72%	1,996	2,477	81%	2,205	2,477	89%
Other Pacific Islander	Teacher	83	211	39%	120	211	57%	137	211	65%	154	211	73%	171	211	81%	188	211	89%
	Principal	83	211	39%	121	211	57%	138	211	65%	155	211	74%	173	211	82%	190	211	90%
Vietnamese	Teacher	112	305	37%	170	305	56%	196	305	64%	222	305	73%	248	305	81%	275	305	90%
	Principal	112	305	37%	169	305	55%	195	305	64%	220	305	72%	246	305	81%	271	305	89%
White	Teacher	240	569	42%	333	569	59%	377	569	66%	420	569	74%	463	569	81%	506	569	89%
	Principal	240	569	42%	336	569	59%	381	569	67%	427	569	75%	472	569	83%	518	569	91%
Socioeconomically Disadvantaged	Teacher	1200	3,340	36%	1,864	3,340	56%	2,158	3,340	65%	2,452	3,340	73%	2,745	3,340	82%	3,039	3,340	91%
	Principal	1200	3,340	36%	1,850	3,340	55%	2,131	3,340	64%	2,411	3,340	72%	2,692	3,340	81%	2,973	3,340	89%
English Learners	Teacher	487	1,397	35%	763	1,397	55%	883	1,397	63%	1,003	1,397	72%	1,123	1,397	80%	1,243	1,397	89%
	Principal	487	1,397	35%	761	1,397	55%	880	1,397	63%	999	1,397	72%	1,118	1,397	80%	1,236	1,397	89%
Special Education	Teacher	166	543	31%	283	543	52%	332	543	61%	382	543	70%	431	543	79%	481	543	89%
	Principal	166	543	31%	281	543	52%	329	543	61%	377	543	69%	425	543	78%	472	543	87%

Table E(3)ab. Performance Measure (All Applicants – b) **Applicable Population: All participating students**

b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).

		Baseline *SY 2011-12*			Target SY 2012-13			Target SY 2013-14			Target SY 2014-15			Target SY 2015-16			Target SY 2016-17 (Post-Grant)		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	**Effective Teacher or Principal**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (A/B)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (D/E)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (G/H)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (J/K)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (M/N)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (P/Q)*100**
All participating students	Teacher	3711	7,050	53%	4,244	7,050	60%	4,752	7,050	67%	5,259	7,050	75%	5,767	7,050	82%	6,275	7,050	89%
	Principal	3711	7,050	53%	4,244	7,050	60%	4,752	7,050	67%	5,259	7,050	75%	5,767	7,050	82%	6,275	7,050	89%
Afr-Am	Teacher	297	603	49%	341	603	57%	387	603	64%	433	603	72%	479	603	79%	525	603	87%
	Principal	297	603	49%	341	603	57%	387	603	64%	433	603	72%	479	603	79%	525	603	87%
Chinese	Teacher	243	478	51%	279	478	58%	315	478	66%	350	478	73%	385	478	81%	421	478	88%
	Principal	243	478	51%	279	478	58%	315	478	66%	350	478	73%	385	478	81%	421	478	88%
Asian Indian	Teacher	358	627	57%	400	627	64%	443	627	71%	485	627	77%	528	627	84%	571	627	91%
	Principal	358	627	57%	400	627	64%	443	627	71%	485	627	77%	528	627	84%	571	627	91%
Filipino	Teacher	776	1,475	53%	888	1,475	60%	994	1,475	67%	1,100	1,475	75%	1,207	1,475	82%	1,313	1,475	89%
	Principal	776	1,475	53%	888	1,475	60%	994	1,475	67%	1,100	1,475	75%	1,207	1,475	82%	1,313	1,475	89%
Hispanic	Teacher	1267	2,477	51%	1,447	2,477	58%	1,630	2,477	66%	1,813	2,477	73%	1,996	2,477	81%	2,180	2,477	88%
	Principal	1267	2,477	51%	1,447	2,477	58%	1,630	2,477	66%	1,813	2,477	73%	1,996	2,477	81%	2,180	2,477	88%
Oth Pac Isle	Teacher	113	211	54%	129	211	61%	144	211	68%	160	211	76%	175	211	83%	190	211	90%
	Principal	113	211	54%	129	211	61%	144	211	68%	159	211	75%	174	211	82%	189	211	90%
Vietnamese	Teacher	163	305	53%	184	305	60%	206	305	67%	228	305	75%	249	305	82%	271	305	89%
	Principal	163	305	53%	184	305	60%	206	305	67%	228	305	75%	249	305	82%	271	305	89%
White	Teacher	337	569	59%	373	569	66%	411	569	72%	448	569	79%	486	569	85%	523	569	92%

Table E(3)ab. Performance Measure (All Applicants – b) **Applicable Population: All participating students**

b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).

		Baseline *SY 2011-12*			Target SY 2012-13			Target SY 2013-14			Target SY 2014-15			Target SY 2015-16			Target SY 2016-17 (Post-Grant)		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	**Effective Teacher or Principal**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (A/B)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (D/E)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (G/H)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (J/K)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (M/N)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (P/Q)*100**
	Principal	337	569	59%	373	569	66%	411	569	72%	448	569	79%	486	569	85%	523	569	92%
Socio Dis-adv	Teacher	1702	3,340	51%	1,951	3,340	58%	2,198	3,340	66%	2,445	3,340	73%	2,692	3,340	81%	2,939	3,340	88%
	Principal	1702	3,340	51%	1,951	3,340	58%	2,198	3,340	66%	2,445	3,340	73%	2,692	3,340	81%	2,939	3,340	88%
Eng Learn	Teacher	740	1,397	53%	841	1,397	60%	942	1,397	67%	1,042	1,397	75%	1,143	1,397	82%	1,243	1,397	89%
	Principal	740	1,397	53%	841	1,397	60%	942	1,397	67%	1,042	1,397	75%	1,143	1,397	82%	1,243	1,397	89%
Sp Ed[22]	Teacher	241	543	44%	283	543	52%	327	543	60%	371	543	68%	415	543	76%	459	543	85%
	Principal	241	543	44%	283	543	52%	327	543	60%	371	543	68%	415	543	76%	459	543	85%

[22] Please note that the special ed subgroup may be slightly underrepresented fewer of these students may have taken the test both in Fall and Spring.

Table E(3)c. Performance Measure (All Applicants – c)	Applicable Population	Subgroup	Baseline *SY 2011-12*	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
c) Percentage of students District-wide achieving at least 1 year of growth per year on NWEA English Language Arts test.	*K-12 students*	All participating students	53%	60%	67%	74%	81%	89%
		African American	49%	55%	62%	70%	79%	85%
		Chinese	51%	59%	69%	78%	87%	93%
		Asian Indian	57%	64%	705	78%	86%	91%
		Filipino	53%	61%	68%	76%	84%	90%
		Hispanic	51%	58%	66%	74%	82%	89%
		Other Pacific Islander	54%	60%	67%	74%	81%	88%
		Vietnamese	53%	60%	67%	74%	81%	89%
		White	59%	68%	75%	82%	88%	92%
		Socioeconomically Disadvantaged	51%	58%	66%	73%	82%	88%
		English Learner	53%	60%	67%	74%	81%	88%
		Special Education	44%	50%	60%	66%	72%	78%

Performance Measures – Required for applicants with participating students in grades PreK-3

Table E(3)d. Performance Measure (Grades PreK-3 – a, b)	Applicable Population	Subgroup	Baseline *SY 2011-12*	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
a) Percentage of Kindergarten students who reach grade-level literacy cut point on NWEA by end of Kindergarten	*All Kindergarten students*	All participating students	50%	57%	65%	73%	81%	89%
		Afr-Am	35%	42%	50%	59%	70%	82%
		Chinese	74%	77%	80%	84%	89%	93%
		Asian Indian	62%	67%	72%	78%	83%	90%
		Filipino	70%	76%	80%	85%	89%	91%
		Hispanic	32%	40%	49%	58%	69%	80%
		Oth Pac Isle	53%	60%	67%	74%	81%	89%
		Vietnamese	53%	60%	67%	75%	83%	90%
		White	64%	69%	74%	79%	84%	90%
		Socio Disadv	32%	42%	52%	63%	74%	85%
		Eng Learn	42%	50%	58%	66%	74%	82%
		Sp Ed[23]	33%	40%	47%	57%	68%	79%

[23] Please note that the special ed subgroup may be slightly underrepresented fewer of these students may have taken the test both in Fall and Spring.

Table E(3)d. Performance Measure (Grades PreK-3 – a, b)	Applicable Population	Subgroup	Baseline *SY 2011-12*	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
b) The number and percentage of participating students, by subgroup, who are meeting 75% of their social-emotional indicators by the end of Trimester 1.	*All students in Grade Kinder*	All participating students	81%	82%	84%	86%	87%	89%
		Black or African American	71%	75%	78%	82%	85%	89%
		Chinese	81%	83%	84%	86%	87%	89%
		Asian Indian	82%	84%	85%	86%	88%	90%
		Filipino	88%	89%	92%	95%	95%	95%
		Hispanic	77%	82%	85%	86%	89%	92%
		Other Pac Islander	79%	81%	83%	85%	87%	89%
		Vietnamese	76%	78%	81%	84%	86%	89%
		White	83%	84%	85%	87%	89%	90%
		Socio Disadv	76%	79%	81%	84%	86%	89%
		Eng Learner	79%	81%	83%	85%	87%	89%
		Sp Ed	60%	63%	67%	72%	77%	83%

Performance Measures – Required for applicants with participating students in grades 4-8

Table E(3)e. Performance Measure (Grades 4-8 – a) **Applicable Population: Grades 4-8**

a) The number and percentage of participating students, who are on track to college- and career-readiness based on the number and percentage of 6th grade students achieving NWEA assessment (RIT 228 or greater)

	Baseline SY 2011-12			SY 2012-13			SY 2013-14			Target SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (A/B)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (D/E)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (G/H)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (J/K)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (M/N)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (P/O)*100
All participating students	443	958	46%	527	958	55%	613	958	64%	699	958	73%	786	958	82%	853	958	89%
Black or African American	20	83	24%	31	83	37%	42	83	51%	52	83	63%	62	83	75%	72	83	87%
Chinese	60	71	85%	61	71	86%	62	71	87%	63	71	89%	64	71	90%	68	71	96%
Asian Indian	50	78	64%	55	78	71%	59	78	76%	63	78	81%	67	78	86%	73	78	94%
Filipino	108	195	55%	122	195	63%	135	195	69%	148	195	76%	162	195	83%	177	195	91%
Hispanic	102	344	30%	143	344	42%	182	344	53%	224	344	65%	265	344	77%	306	344	89%
Other Pac Isl	11	29	38%	14	29	48%	17	29	59%	20	29	69%	23	29	79%	26	29	90%
Vietnamese	29	45	64%	33	45	73%	35	45	78%	37	45	82%	39	45	87%	41	45	91%
White	49	79	62%	55	79	70%	39	79	49%	43	79	54%	47	79	59%	70	79	89%
Socio Disadv	153	478	32%	206	478	43%	258	478	54%	311	478	65%	363	478	76%	418	478	87%
Eng Learner	12	135	9%	35	135	26%	57	135	42%	78	135	58%	100	135	74%	120	135	89%
Sp Ed	7	75	9%	18	75	24%	32	75	43%	40	75	53%	49	75	65%	55	75	73%

Table E(3)f. Performance Measure (Grades 4-8 –b, c)	Applicable Population	Subgroup	Baseline *[SY 2011-12]*	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
b) Percentage of students Achieving Proficiency on NWEA Math in Gr. 6 (Spring 2012 NWEA Math Scores of 228 RIT or Greater)	*Grade 6*	All participating students	78%	80%	82%	85%	87%	89%
		Afr-Am	64%	68%	71%	75%	78%	82%
		Chinese	96%	95%	93%	92%	90%	89%
		Asian Indian	83%	85%	86%	88%	90%	92%
		Filipino	88%	89%	90%	92%	93%	94%
		Hispanic	72%	75%	78%	80%	83%	86%
		Oth Pac Isle	67%	70%	74%	77%	80%	84%
		Vietnamese	97%	97%	98%	98%	98%	99%
		White	75%	78%	80%	83%	85%	88%
		Socio Disadv	74%	77%	79%	82%	84%	87%
		Eng Learn	79%	81%	83%	85%	87%	90%
		Sp Ed	55%	60%	64%	69%	73%	78%
c) Percentage of students reporting high levels of "Opportunities for Meaningful Participation" on the California Healthy Kids vey. [24]	*Grades 5-8*	All participating students	11%	27%	42%	58%	73%	89%
		Hispanic	8%	24%	40%	56%	72%	88%
		Am. Indian/ Alsk.	11%	27%	42%	58%	73%	89%
		Asian	12%	28%	43%	59%	74%	90%
		African American	10%	26%	41%	57%	73%	89%
		Native Hawaiian/ Pacific Islander	18%	33%	48%	63%	78%	93%
		White	9%	25%	41%	56%	72%	88%
		Mixed (two or more races)	11%	27%	42%	58%	73%	89%
d) Reduction in number of students suspended for CA Education Code section 48900(k)	Grades 5-8	All participating students	172	158	144	130	116	102
		Grades 6-8	148	136	125	113	102	90

[24] Meaningful participation is defined as the involvement of the student in relevant, engaging, and interesting activities with opportunities for responsibility and contribution on the California Healthy Kids Survey.

Performance Measures – Required for applicants with participating students in grades 9-12

Table E(3)g. Performance Measure (Grades 9-12 – a) **Applicable Population: All 9-12 graders**
a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form.

	Baseline *SY 2011-12*			Target SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (A/B)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (D/E)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (G/H)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (J/K)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (M/N)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (P/Q)*100
All participating students	159	1,204	13%	198	1,089	18%	265	1,011	26%	410	1,074	38%	629	1,080	58%	847	1,173	72%
Hispanic or Latino	34	384	9%	51	371	14%	68	312	22%	115	340	34%	190	352	54%	268	372	72%
Amer. Ind./ Alsk Nat.	0	3	0%	0	2	5%	0	0	13%	0	1	25%	0	1	45%	1	2	59%
Asian	83	276	30%	82	233	35%	101	234	43%	134	244	55%	146	235	62%	165	246	67%
Pacific Islander	0	46	0%	2	36	5%	6	48	13%	13	52	25%	25	55	45%	34	58	59%
Filipino	17	243	7%	25	209	12%	44	221	20%	73	229	32%	120	231	52%	157	238	66%
Afr. American	4	111	4%	9	108	9%	16	99	17%	26	91	29%	45	92	49%	64	102	63%
White	20	115	17%	24	109	22%	22	74	30%	31	74	42%	43	69	62%	64	98	65%
Two or more races	3	26	12%	3	21	17%	6	23	25%	16	43	37%	25	45	57%	34	57	60%

Table E(3)h. Performance Measure (Grades 9-12 – b)
b) The number and percentage of participating students, by subgroup, who take the PSAT in 10th grade

Applicable Population: [e.g., grade bands or subject areas]

	Baseline *SY 2011-12*			Target SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (A/B)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (D/E)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (G/H)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (J/K)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (M/N)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (P/O)*100
All participating students	452	2,034	22%	509	2,034	25%	570	2,034	28%	631	2,034	31%	692	2,034	34%	712	2,034	35%
Afr-Am	34	209	16%	42	209	20%	50	209	24%	59	209	28%	67	209	32%	73	209	35%
Chinese	89	146	61%	89	146	61%	89	146	61%	89	146	61%	89	146	61%	89	146	61%
Asian Indian	69	172	40%	69	172	40%	69	172	40%	69	172	40%	69	172	40%	69	172	40%
Filipino	90	437	21%	105	437	24%	118	437	27%	131	437	30%	144	437	33%	153	437	35%
Hispanic	51	648	8%	84	648	13%	117	648	18%	149	648	23%	181	648	28%	227	648	35%
Oth Pac Isle	16	82	20%	19	82	23%	21	82	26%	24	82	29%	26	82	32%	29	82	35%
Vietnamese	45	96	47%	45	96	47%	45	96	47%	45	96	47%	45	96	47%	45	96	47%
White	40	188	21%	45	188	24%	51	188	27%	56	188	30%	62	188	33%	66	188	35%
Other Ethnic	18	56	32%	18	56	33%	19	56	34%	20	56	35%	20	56	35%	20	56	35%
Socio Disadv	100	914	11%	146	914	16%	192	914	21%	238	914	26%	283	914	31%	320	914	35%
Eng Learn	11	295	4%	30	295	10%	47	295	16%	65	295	22%	83	295	28%	103	295	35%
Sp Ed	7	69	10%	10	69	15%	14	69	20%	17	69	25%	21	69	30%	24	69	35%

Table E(3)i. Performance Measure (Grades 9-12 – c) **Applicable Population: Grades 9-12**

c) Number and percentage of students in grades 9-12 receiving credit for at least 1 Career Technical Education class.

	Baseline *SY 2011-12*			Target SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	# Participating Students on track	Total # of Participating Students	% on track (A/B)*100	# Participating Students on track	Total # of Participating Students	% on track (D/E)*100	# Participating Students on track	Total # of Participating Students	% on track (G/H)*100	# Participating Students on track	Total # of Participating Students	% on track (J/K)*100	# Participating Students on track	Total # of Participating Students	% on track (M/N)*100	# Participating Students on track	Total # of Participating Students	% on track (P/Q)*100
All participating students	958	4,133	23%	958	4,133	23%	1,256	4,133	30%	1,562	4,133	38%	1,868	4,133	45%	2,480	4,133	60%
Afr-Am	78	398	20%	78	398	20%	110	398	28%	141	398	35%	172	398	43%	233	398	59%
Asian	391	948	41%	391	948	41%	442	948	47%	495	948	52%	548	948	58%	654	948	69%
Hispanic	354	1,303	27%	354	1,303	27%	443	1,303	34%	534	1,303	41%	625	1,303	48%	808	1,303	62%
Hawaii/Pac Isle	32	1,084	3%	32	1,084	3%	134	1,084	12%	236	1,084	22%	338	1,084	31%	542	1,084	50%
White	85	388	22%	85	388	22%	114	388	30%	144	388	37%	173	388	45%	231	388	60%
Socio Disadv	465	1,840	25%	465	1,840	25%	592	1,840	32%	725	1,840	39%	857	1,840	47%	1,122	1,840	61%
Eng Learn	292	608	48%	292	608	48%	322	608	53%	351	608	58%	381	608	63%	441	608	73%
Sp Ed	89	172	52%	89	172	52%	97	172	57%	105	172	61%	113	172	66%	128	172	75%

Table E(3)j. Performance Measure (Grades 9-12–d, e)	Applicable Population	Subgroup	Baseline *[SY 2011-12]*	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
e) **The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on number of students passing Algebra by end of 9th grade**	*All students in Grade 9*	All participating students	79%	81%	83%	85%	87%	89%
		Black or African American	69%	73%	77%	81%	84%	87%
		Chinese	95%	95%	95%	95%	95%	95%
		Asian	83%	85%	87%	89%	90%	92%
		Filipino	94%	94%	94%	95%	96%	96%
		Hispanic	71%	75%	78%	82%	85%	88%
		Other Pac Islander	77%	79%	82%	84%	87%	89%
		Vietnamese	94%	94%	95%	95%	95%	95%
		White	72%	75%	79%	82%	86%	89%
		Socio Disadv	77%	79%	82%	84%	87%	88%
		Eng Learner	82%	84%	85%	86%	88%	89%
		Sp Ed	79%	80%	81%	83%	84%	85%
f) **Percentage of students that report high levels of "Opportunities for Meaningful Participation" in the CA Healthy Kids Survey.** [25]	*9th and 11th graders*	All participating students	12%	19%	28%	39%	56%	70%
		Hispanic	9%	15%	26%	38%	54%	71%
		Am. Indian/ Alsk.	3 students	N/A	N/A	N/A	N/A	N/A
		Asian	12%	19%	29%	41%	66%	75%
		African American	0.1	12%	22%	39%	55%	67%
		Native Hawaiian/ Pacific Islander	20%	27%	37%	49%	63%	71%
		White	16%	29%	39%	52%	67%	73%
		Mixed (two or more races)	25%	34%	45%	57%	66%	75%

[25] Meaningful participation is defined as the involvement of the student in relevant, engaging, and interesting activities with opportunities for responsibility and contribution.

(E)(4) Evaluating effectiveness of investments.

The District commits to monitor, measure, and publicly share information on the quality of investments funded by RTT-D and other local, state, and federal resources, such as professional development, technology, additional certificated and classified staff, and family and student supports. These resources will build on each other, so that investments in the early grades will begin to show returns in the intermediate/middle grades by the end of the grant, and investments in the 4-8 grade band will begin to show returns in high school age academic and social-emotional indicators.

We propose to contract with an independent evaluator with significant experience in systemic education reform (e.g., Investing in Innovation, School Improvement Grant, and Full Service Community Schools) and place-based initiatives (e.g., Promise Neighborhoods and Choice Neighborhoods). The evaluator will serve as a full partner in formative assessment and use a rigorous, multi-method, multi-year evaluation that considers the developmental stage of the RTT-D initiative. Our evaluation strategy will address three research goals: 1) describe the implementation of the model to facilitate replication and sustainability; 2) evaluate the impact of the program on academic outcomes among district students as a whole and numerically significant student sub-groups; and 3) assess the impact of the academic, family, and social supports on student academic and social-emotional outcomes in the Decoto neighborhood.

Evaluation Goal 1: Describe RTT-D program implementation

RQ1. What are the key components defining the RTT-D model (e.g., communities of practice, Critical Literacy across the curriculum, 21st Century learning tools, cradle to career collaboration)?

RQ2. What is the level of collaboration within the District?

RQ3. What is the level of collaboration among external partners in RTT-D network? Are they fully realizing the advantages of working together?

RQ4. How replicable and sustainable is the RTT-D model?

RQ5. Are students, parents, community residents, and other key stakeholders satisfied with and value RTT-D activities?

To address RQ1-RQ5, we will develop an evaluation framework based on RTT-D's Theory of Action. We will review the following data to describe the program implementation and external and internal stakeholder collaboration:

- Document review (e.g., meeting minutes, agendas, course schedules, curricula, brochures and policy documentation)
- Budget documents on annual operational costs of grant-funded/non-grant-funded activities
- Service utilization records (e.g., SIS records, records of utilization of health and other support services)
- Feedback from key stakeholders regarding program implementation See paragraph below).

We will administer annual parent, age-appropriate student surveys and alumni surveys (for students who have graduated during the program) and conduct key stakeholder interviews with District leadership, teachers and principals, Kids' Zone Advisory Board, and other stakeholders. The student, alumni, and parent surveys will assess overall satisfaction with program activities, perception of value added from program activities, and solicit suggestions for improvement. Interview topics will include: impressions of the program, barriers/challenges, progress, engagement, areas for improvement, best practices utilized, policy and practice changes as a result of RTT-D activities, operational costs of RTT-D and other activities, perception of value added from collaboration, program sustainability, number and quality of joint projects and joint proposals undertaken by members of the Kids' Zone partnership, and general satisfaction with program activities.

Descriptive analyses (e.g., frequencies, means, etc.) will be conducted on quantitative data. Qualitative data, collected from open-ended questions and focus groups, will be transcribed and imported into ATLAS.ti, a qualitative data management and analysis software package. Grounded theory, or constant comparative analysis, as described by Strauss and Corbin (1998) will be utilized. In an initial data reduction approach, respondents' comments will be reviewed and assigned categories of meaning (open coding). Then, these categories will be reviewed for causal linkages and non-causal relationships related to the central phenomenon (axial coding), which will allow the researcher to develop a "story" that connects the categories (selective coding) and finally posit hypotheses or theoretical propositions

Evaluation Goal 2: Evaluate impact of RTT-D investments on academic success

RQ6. What is the impact of RTT-D investments on student outcomes over time?

RQ7. What is the impact of the RTT-D investment on numerically significant student sub-groups' outcomes over time? (e.g., EL, SWD, Hispanic, and African American students)?

To address RQ6 and 7, we will use a multi- level and method design to capture the effects of the intervention on student academic success. First several case-studies will be conducted both at the target district and two control districts (e.g. San Lorenzo Unified and Gilroy Unified school districts). Site observations, focus groups, interviews, and document review will serve to establish district efforts, practices and culture around RTT goals. The district case studies will provide "comparison, contrast and context" and act as the counter factual for the treatment site. In tandem, we will compare academic and social-emotional outcomes across districts. We will also create a sample school district comprised of 12 schools from across California that are matched on demographic and academic characteristics to the 12 NHUSD schools for further comparison. This multi-level and multi-method design allows us to better understand the impact of the intervention given the limitations which exist to establishing causality.

Specifically, at the student level we will compare academic and social-emotional outcomes district-wide, school-wide, and by subgroup. All three districts, 26 schools and groups of students will be tracked for four years. Student outcome data collected for both groups from the District, the local community colleges, and California State Universities (CSU) will include: Desired Results Development Profile (preschool); NWEA measures (Kindergarten-1st grade); NWEA and CST scores (2nd -11th grade); attendance rates (K-12th grade); CAHSEE scores (10th-12th grade); Early Assessment Program results (11th grade); College Placement Test results (pre-college); high school graduation and equivalent rates; postsecondary diplomas/certifications received; transfers into four-year colleges (or other two-year colleges).

The following aggregate student background data will be collected from the District: demographics (age, race/ethnicity, gender); background educational data (e.g., EL, Special Education, 504, etc.); background family data (e.g., household income level, parents' highest education level, etc.)

In the analyses, we will conduct independent *t*-tests (for continuous dependent variables) and chi-squares (for categorical de-

pendent variables) to assess initial group differences between the two groups on demographic and outcome measures. Then, we will conduct analyses of covariance (ANCOVA) to predict multi-year outcome measures, controlling for the baseline outcome measures and any other relevant covariates highlighted in the tests of group differences. A dummy variable representing assignment in either group will be included in each model. In addition, models with dummy variables representing each numerically significant student sub-group will be run. Outcome variables will be regressed onto the baseline outcome measure and a dose variable measuring the amount of RTT-D services received. The dose analysis will focus only on NHUSD students. To answer RQ5, we will conduct annual parent, student, and student alumni surveys. The student and student alumni surveys will assess satisfaction with program activities as well as their perception of the program's impact on their academic and professional development. For students who have left school before graduation, we will reach out to conduct exit interviews to explore their reasons for leaving and what the District could have done to change their decision. Descriptive analyses (e.g., frequencies, means, etc.) will be conducted on quantitative data. Qualitative data collected from open-ended questions and focus groups will be analyzed in the process as described earlier.

To better understand RQ7, we will conduct cohort-based focus groups with students from the numerically significant sub-groups addressing such themes as: attachment to school, their general school experience, intent and steps taken to attend college, sense of safety in school, interest in pursuing career pathways, barriers/challenges for students with special needs, and areas for improvement. This qualitative data will be analyzed in the process as described earlier

Evaluation Goal 3: Assess the impact of the initiative on Decoto neighborhood outcomes

RQ8. What is the impact of RTT-D model on neighborhood outcomes over time?

To address RQ8, we will use a quasi-experimental design that employs an interrupted time-series design to compare neighborhood outcomes before and after the beginning of Kids' Zone services, going back to the 2010-11 year as a baseline. Outcome neighborhood-level data collected for both time periods will include:

- Suspension and expulsion rates for Decoto youth and adolescents and/or students attending schools within Decoto geographically defined area

- Juvenile probation rate data for Decoto adolescents
- Self-reported crime victimization rate data within the Decoto neighborhood
- Percent of Decoto residents with school, work, and/or home access to broadband internet and a connected computing devices for 100% of the day

Since time-series data are typically auto-correlated, ordinary statistics such as t-tests cannot be used. Thus to the extent possible, we will collect two years of prior data for the time period before RTT-D services began, and attempt to identify any error in the data and periodicity effects that may influence the final interpretation of the results.

To further address RQ7, we will rely on both parent and community surveys with Decoto residents to assess the unique contribution of RTT-D on neighborhood changes. These surveys will address: direct impact of RTT-D on families, perceived changes in neighborhood conditions attributed to RTT-D, and other unintended effects attributed to RTT-D.

In addition to addressing the seven research questions, the evaluator will be responsible for reporting required data to the US Department of Education. These data are outlined above in the performance measure tables (pp.105-117). These required data generally report the number and percentage of District children and youth of various age groups who meet specified benchmarks. These data will be collected from the participating partners and reported in aggregate based on individual-level data. Additional uni-variate analyses (e.g., frequencies, means, etc.) and bi-variate analyses (e.g. cross-tabulations, t-tests, and ANOVAs) may be conducted with this data as needed.

The evaluator will also assess the systems change goals addressed in tables B-5, C-1 and C-2, D1-2 and F-4, such as changes in policy, practice and institutional behavior that have occurred as a result of RTT-D, for example changes in flexible credit policies, data-driven instruction; use of technology, and so forth. These will largely be qualitative measures that are derived from key informant interviews, focus groups and surveys from institutional leaders, staff, parents, youth and other groups that have intimate knowledge of the policy environment and the impact of policy on children, youth and families. Qualitative analyses will be conducted utilizing Atlas.ti and grounded theory methodology.

Ensuring program progress towards goals, and achieving intended outcomes. Employing a *continuous improvement-based approach*[26] to data reporting, the evaluator will provide regular feedback and analysis of the program's progress towards implementation fidelity, intended outcomes, and required and District-selected measures to the project leads. This will allow the Management Team and Project Director (PD) to adapt and/or adjust program activities as needed. Both qualitative and quantitative analyses will be conducted and presented to the Superintendent and School Board, the RTT-D Project Director, the Kids' Zone Director and the Kids' Zone Advisory Board on a quarterly basis to ensure continual program improvement. Also, the evaluator will produce three annual progress reports and a final summative report in the fourth year. Annual progress reports will describe the program implementation, detail yearly outcomes, and make recommendations for improvement. The final report will summarize the findings for the entire grant period.

Table E(1) Plan for Evaluating effectiveness of investments

Activities	Y Q	Deliverables	Responsible
Goal 1: Establish rigorous, sustainable quality improvement and evaluation process			
Planning: establish schedule of progress review at all levels of District, plus external stakeholders	Y1, Q1-3	All forums for reviewing progress data and measures established (ILTs, leadership team meetings, school board review, community forum review)	Project Director, external evaluators
Planning: select implementation coaches, external evaluators	Y1, Q1	External evaluators, implementation coaches selected based on qualifications to support reform effort	Project Director, Superintendent
Planning: establish evaluation plan	Y1, Q1-2	Complete evaluation plan with timelines for collecting quantitative and qualitative data for all performance measures, desired results and research questions	Project Director, external evaluators

[26] We will utilize the Strive Six Sigma approach to continuous improvement with the following stages: Project Initiation; Define problems, objectives & partners; Measure against a baseline; Analyze to identify major causes and factors contributing to performance and outcomes; Improve by identifying and implementing improvements; and Continuously Improve by monitoring and maintaining improvements.

Table E(1) Plan for Evaluating effectiveness of investments

Activities	Y	Q	Deliverables	Responsible
Implementation coaching from external experts in education reform	Y1, Q1 to Y4, Q4		- Quarterly reports on implementation process - Minutes of monthly meetings with RTT-D leadership team	Implementation coaches, Project Director, CAO, Superintendent
Sustainability planning for continuous improvement District-wide			Plan to continue quarterly continuous improvement processes after grant period	Project Director, external evaluators, implementation coaches
Evaluation reporting	Y1, Q2 to Y4, Q4		- Quarterly updates from evaluation team to inform stakeholders of progress, recommend program or performance measurement adjustments - Annual reports and presentations to stakeholders - Summative report at end of grant period	External evaluators, Project Director

F. Budget & Sustainability

(F)(1) Budget for the project

Please see our budget narrative tables for detailed responses to subsection (F)(1)

(F)(2) Sustainability of project goals

Plan for sustainability of the project's goals after the term of the grant: Pease see table (F)(2) below:

Table F(2). Plan for sustaining project goals after the grant period.

Activities	Y	Q	Deliverables	Responsible
Goal 1: Sustain reform projects beyond grant period				

Table F(2). Plan for sustaining project goals after the grant period.

Activities	Y	Q	Deliverables	Responsible
Use training of trainers to internalize and systematize personalized learning practices: • **Reading Apprenticeship/JTL** • **Mathematics Studio Project** • **Use of 21st Century learning tools** • **Data analysis and formative assessment** • **CCSS-aligned critical thinking, deeper learning approaches** • **Flexible approaches to instruction and assessment**	Y1 Q1 to Y4, Q4		Educational culture of personalized learning and data-driven instruction to support student achievement throughout grade spans	Project Director, CAO, DK12
Develop and refine effective model of teacher/principal evaluation linked to student growth with educator buy-in			Already underway, will result in strong and consistent standards to measure teacher effectiveness beyond grant period	CAO, HR Director, New Haven Teachers' Assoc., DK12
Develop plan to cover RTT-D Project Director responsibilities with existing District and school site staff	Y4 Q1-4		Plan to seamlessly continue key RTT-D funded activities	Superintendent, Project Director, CAO,
Develop and maintain searchable, accessible collection of educator resources, e.g. • **Collaboratively developed assessment items** • **CCSS lesson plans** • **Digital resources** • **Item Bank in DataDirector**	Y2, Q1, Y4, Q4		Extensive, accessible collection of educator resources that support personalized learning, student inquiry, data-driven instruction	Project Director, ILTs, Director of Technology
Publicize high-quality evaluation results to funders	Y1, Q1			Project Director, Superintendent, Kids' Zone Director
Develop foundation and corporate partners to support community schools/Kids' Zone **Increase number and quality of partners contributing resources to Kids' Zone services**	Y1, Q1 to Y4, Q4		Kids' Zone supports are sustained and expanded beyond Decoto neighborhood to all high need students	Kids' Zone Director, Kids' Zone Steering Committee
Allocate resources to apply for state and federal funds for • **Out of school time academic and enrichment (e.g. 21st Century CCLC, After School Education and Safety)** • **School-based counseling;** • **College access and success (e.g. Upward Bound, other TRiO grants)**	Y1 Q1 to Y4, Q4		- Quarterly reports on implementation process - Minutes of monthly meetings with RTT-D leadership team	Implementation coaches, Project Director, CAO, Superintendent

Table F(2). Plan for sustaining project goals after the grant period.

Activities	Y	Q	Deliverables	Responsible
• **STEM program development** • **21st Century learning tools, expansion and enhancement** • **Early childhood education support**				
Use trainer of trainers model for parent education in school and community engagement (TOP model)	Y1, Q1 to Y4, Q4		-	Kids' Zone Director, Kids' Zone partners
Institutionalize data review, quarterly progress analysis and reporting			Plan to continue quarterly continuous improvement processes after grant period	Project Director, external evaluators, implementation coaches

Sustainability Budget: Years 1-3 after grant period ends.

Our sustainability plan is grounded in the key tenets outlined in this grant proposal: collaboration and partnership, building capacity internally and drawing on our internal talents; equity, and personalized learning. We will continue to focus on these tenets after the grant period ends through targeted use of categorical funds. We currently receive approximately $4 million annually in categorical funds from all sources to be used as school support and professional development. With a reduced need to rely on outside consultants and hire substitute teachers, moving most if not all professional development to after-school hours and making better use of summer time, we are committing 98% of the $4 million in categorical school support and professional development dollars to support the sustainability of the work beyond the funding period.

As a District, we are fully committed to recognizing the expertise inherent in our employees at all levels. Beyond the funding period, we will continue our system wide instructional focus, the development of new models of supervision and evaluation involving Human Resources, and restructuring and realigning resources to support the goals through fiscal discipline and strategic resource allocation and using technology to empower students and employees.

In addition, we anticipate using the successes of our Kids' Zone supports to leverage investments from local and regional foundations and corporate partners; Table F(2)a illustrates our conservative estimates of potential investment. We also plan to expand our after school and summer services and supports through 21st Century Community Learning Centers and California After School Educa-

tion and Safety funds for our lower-income school sites, and our Kids' Zone services through AmeriCorps funding. AmeriCorps members would help us with community outreach and engagement, student support and mentoring. We intend to apply for competitive state and federal grants such as School-based Counseling, SAMHSA grants, Innovations in Literacy, and/or other competitions.

Finally, in 2015, we will issue a bond measure to fund upgrades and updates to refresh our district wide educational technology.

Table F(2)a. Sustainability Projections	Year 1	Year 2	Year 3
Categorical Fund charged to $4,000,000 annual PD and school support			
Certificated Personnel salaries and benefits: partial FTEs for Literacy and Math coaches, Puente sections, youth development coordinator.	$1,300,000	$1,300,000	$1,300,000
Data-driven instruction and assessment: Data Director	$400,000	$400,000	$400,000
Classified Salaries/ and Clerical Support, salaries and benefits: additional technology specialists to support student devices, additional support for Kids' Zone activities	$500,000	$500,000	$500,000
Extra Duty stipends, e.g. Curriculum Monitoring, Coaching for Sustained High Performance, Academic Parent-Teacher Team conferences	$240,000	$240,000	$240,000
Technical Assistance: Professional development providers	$50,000	$50,000	$50,000
Parent and Community Supports: Parent Project Classes, Community Liaison, Restorative Justice coordinator	$290,000	$290,000	$290,000
Equipment Maintenance and Materials Refresh: tablet replacement, etc.	$310,000	$310,000	$310,000
Instructional Materials: PLATO license, software subscriptions	$190,000	$190,000	$190,000
Leadership Development: stipending teacher leaders	$360,000	$360,000	$360,000
Indirect Costs	$200,000	$200,000	$200,000
Subtotal Categorical Funds	**$3,840,000**	**$3,840,000**	**$3,840,000**
Local and Regional Foundation Funds			
San Francisco Foundation Community Schools funding	$15,000	$15,000	
East Bay Community Foundation		$10,000	$10,000
Clorox Foundation	$10,000		
Corporate support	$10,000	$15,000	$25,000

Table F(2)a. Sustainability Projections	Year 1	Year 2	Year 3
Subtotal Local and Regional Foundation Funds	**$35,000**	**$40,000**	**$35,000**
State and Federal Funds			
21st Century Community Learning Centers for after school services and supports	$506,575	$756,575	$756,575
CNCS AmeriCorps to support Kids' Zone activities	$400,000	$400,000	$40,000
Innovative Approaches to Literacy, Teacher Incentive Fund, other ED discretionary grants	$250,000	$250,000	$250,000
After School Education and Safety (ASES) California funds	$225,000	$225,000	$225,000
Subtotal State and Federal Funds	**$1,381,575**	**$1,631,575**	**$1,271,575**
Total Sustainability budget	**$5,256,575**	**$5,511,575**	**$5,146,575**

X. Competitive Preference Priority Results, Resource Alignment, and Integrated Services.

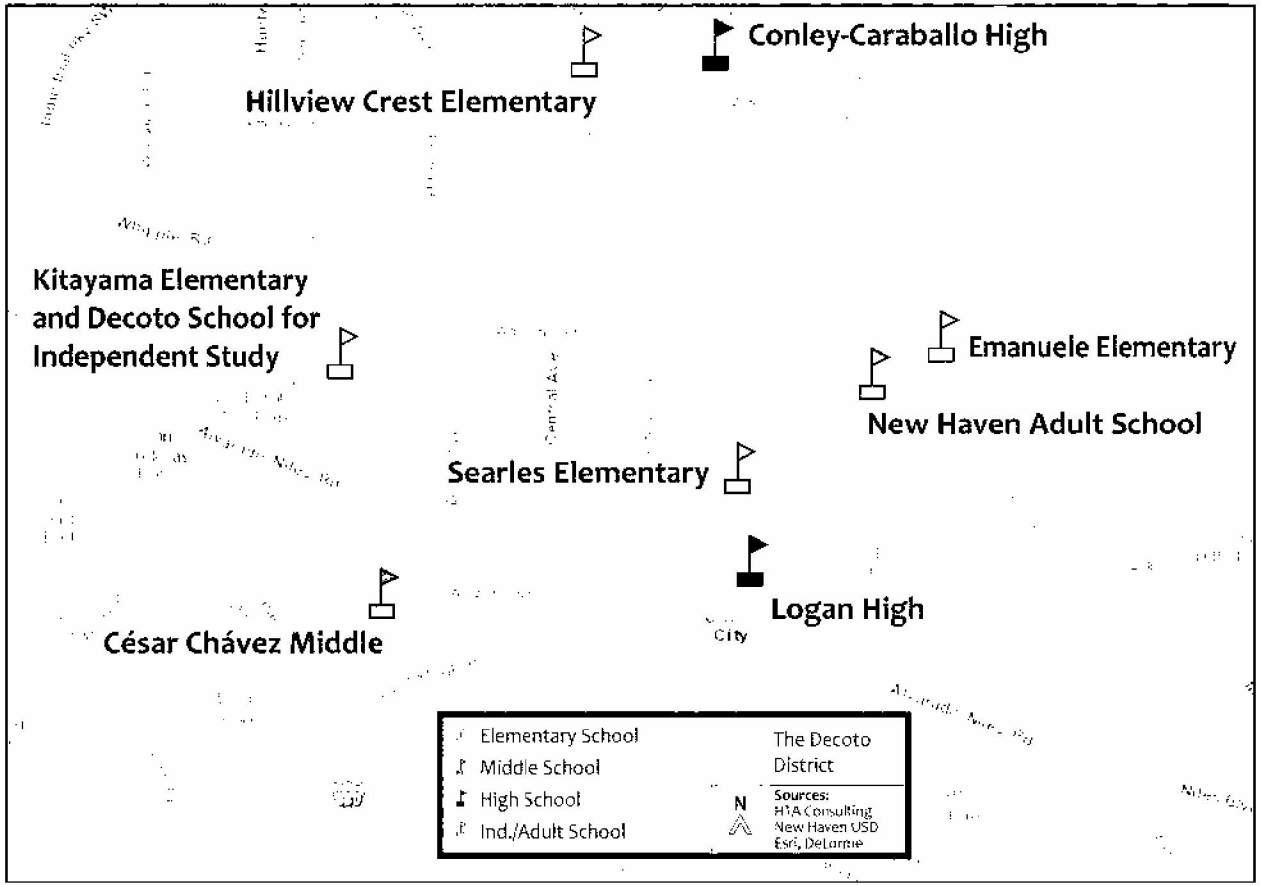
(1) Description of the coherent and sustainable partnership

The District is pursuing a Full Service Community Schools strategy as part of its commitment to academic excellence and equity, making schools with higher levels of student need our first priority. The Union City Kids' Zone, as mentioned in previous sections, currently includes three of our highest-need schools, serving students in neighborhoods with extremely high percentages of recent immigrants and English Learners. Full Service Community Schools have been shown by over 20 independent evaluations to produce improved outcomes for all students, particularly higher-need students.[27]

In the spring of 2010 Superintendent McVeigh gathered a group of community and civic leaders from Union City to discuss ways to ensure successful educational experiences for our most vulnerable students from cradle to career. Believing that only through the partnership of committed community groups could every student be guaranteed success, the organizations agreed to come together as the

[27] Martin J. Blank, Atelia Melaville, Bela P. Shah, 2003, *Research and Practice, in Community Schools*

Union City Kids' Zone. The Decoto area of Union City was selected as the initial focus for Kids' Zone activities and endeavors. The Decoto neighborhood is essentially the 16-square block triangle from Decoto Road to Mission Blvd to Tamarack, just past Whipple Avenue, cutting across diagonally at about Railroad Ave. towards Searles Elementary.



This tightly-knit, proud neighborhood has struggled with crime and gang violence. In summer 2011 a spate of shootings shook the community, starting with the fatal shooting of (b)(6) on May 14. That was followed by the fatal shooting of (b)(6) (b)(6) just three days later. On June 26, a man was critically wounded in a shooting and on July 28, a man was wounded during a daytime brawl involving 20-30 people. A teenager was shot and wounded while riding his bike in the early hours of Aug. 24.

With a large immigrant population, many residents of this neighborhood have felt linguistically and economically estranged from the larger Union City community. The Decoto neighborhood has the highest rates of unemployment and public assistance in Union

City. Approximately 13% of families with children under 18 live below the poverty line, and more than a fifth of children live in households headed by single females. While these poverty rates may pale in comparison to those in some distressed cities, it is important to note that in Alameda County, a family of two adults, one preschool-age child and one school-age child needs an annual income of $69,529 (up 19% from 2008) to meet the Self-Sufficiency Standard for basic needs such as housing, food, transportation, and health care and child care costs.[28] The high cost of living in the Bay Area, particularly of housing, makes poverty rates alone an insufficient measure of need.

There are five main schools servicing students from the Decoto neighborhood[29]: Searles and Emanuele Elementary, Cesar Chavez Middle School, James Logan High School and Conley-Caraballo High, our alternative school.

Table X(1). Kids' Zone Demographics

Hispanic	Asian	Pacific Islander	Filipino	African American	White
76%	7%	2%	6%	4%	2%

Over three-quarters of the students in Decoto are Latino, and 37% overall are English Learners, compared to 24% overall for the District, and 62% of Decoto area students qualify for free/reduced meals, compared to 44% for the District as a whole. There are 345 known gang members in the relatively small Decoto neighborhood, according to the Southern Alameda County Anti-Gang Task Force, whereas the city outside the Decoto neighborhood has low rates of gang activity and violent crime.

In performing our comprehensive needs and assets analysis, we found a need for a strong initial focus on student mental health. The recommendation from the Advisory Committee was based on data such as attendance patterns, behavior/suspensions/expulsions, School Attendance Review Board recommendations, Free and Reduced Lunch statistics, Student Success Team referrals, and the rec-

[28] Calculated by Dr. Diana Pearce at the University of Washington, the Self-Sufficiency Standard is a peer-reviewed measure that accurately assesses the financial needs of California's working families. The Self-Sufficiency Standard methodology uses widely accepted and credible national and state data sources such as the U.S. Census Bureau and the U.S. Department of Housing and Urban Development (HUD). Geographically relevant data is used for each county in California, reflecting local market rates for items such as housing, food, health care, child care, and transportation.

[29] Not all students from Decoto attend these schools, and these schools also serve non-Decoto students.

ommended ratio versus actual ratio of mental health providers to student population by the Coalition for Community Schools. The data showed that we had far fewer mental health providers than we needed to ensure that our students were supported in learning.

As is all too often the case where poverty, language barriers and crime negatively impact a neighborhood, the students who live in that neighborhood struggle academically. Table X(1)a shows that kids in Decoto are lagging behind their more affluent peers in the District.

Table X(1)a. Academic Proficiency Among Decoto Students (2010)

32%	English Language Arts –All grade 3 students living in Decoto
28%	English Language Arts – All grade 6 students living in Decoto
62%	Math – Grade 3 - All grade 3 students living in Decoto
27%	Math – grade 6 - All grade 6 students living in Decoto
14%	High School Algebra

Searles	Emanuele	Cesar Chavez	James Logan	Conley-Caraballo
43% - Grade 3 ELA	28% - Grade 3 ELA	28% - Grade 6 ELA	11% - Algebra	N/A
67% - Grade 3 Math	64% - Grade 3 Math	27% - Grade 6 Math		

The Kids' Zone is built on the Harlem Children's Zone/Promise Neighborhood model of providing a continuum of services from cradle to career for children and their families in under-resourced area through a broad-based partnership. To strengthen and move toward their vision, the Kids' Zone has assembled a strong coalition of premier agencies and community organizations to provide the services and supports needed to meet the individual needs of students and their families within the Kids' Zone target area.

Primary Partnerships

New Haven Unified School District Kids' Zone Contributions

- K-12 educational programming (good first teaching) to Kids' Zone schools including professional development for teachers.
- Academic intervention programs for struggling students during school.
- Academic intervention and homework support to 360 at-risk students after school at Kids' Zone schools.

- Student meals (breakfast, lunch and after school nutritious snack).
- Adult Education classes in parenting, English as Second Language (ESL), migrant education and GED/high school diploma for adults.
- Investment in Academic Parent-Teacher Teams (see below) and extensive professional development supporting

City of Union City

- Planning and support for youth employment and outreach workers
- Youth Violence Prevention Task Force as well as gang suppression unit as part of UCPD
- Mental health counseling
- Enrichment services to at-risk students at Kids' Zone schools after school, including recreational activities such as physical fitness, cooking, visual and performing arts, games and service-learning projects

Washington Hospital

- Washington on Wheels (WOW) Mobile Health Clinic serves the Decoto neighborhood with physical exams, health screening, immunizations and nutritional and health insurance counseling.

Centro de Servicios Resource Center

- Helps poor and low-income families secure their basic needs and rights, including food distribution, housing assistance, thrift store, translation services, immigration and citizenship services, senior group, literacy classes and youth programs.

Kidango

- Coordinated center-based infant and toddler pre-school, for low-income families and teen parents in training or educational programs.

First 5 Alameda County

- Funding pre-kindergarten summer programs for young children without preschool experience
- Providing technical assistance to preschool providers to improve quality.

Safe Routes to School

- Encourages walking, bicycling and ride sharing to public schools. Staff works closely with the communities in Kids' Zone to create safer healthier neighborhoods. Provides kids and parents' skills, encouragement and inspiration through a range of activities, events and lessons, while also addressing local pedestrian and personal safety concerns.

Alameda County Health Care Services

- Provides mental health programs for students and parenting workshops.
- Provides Measure A Youth Opportunity Hub funding to support development of community schools and neighborhoods through the Kids' Zone project (funding majority of Executive Director and community canvassing in 2012-13).

Fremont Family Resource Center

- Provides family support services including employment, childcare, referral and subsidiaries, counseling, substance abuse treatment, housing, parent support, immigration services, disabled services, nutrition, domestic violence services, welfare and cash aid, financial coaching, and health insurance counseling with over 25 partner agencies
- Operates a SparkPoint Center. Created by United Way of the Bay Area, SparkPoint Centers are financial education centers that help individuals and families who are struggling to make ends meet. We help our clients address immediate financial crises, get them back on their feet, and build financially secure future by bringing together a full range of services. By combining services, SparkPoint clients reach their financial goals faster. Every SparkPoint client gets a coach who helps create a step-by-step plan to set and achieve personal financial goals – from getting out of debt, to going back to school, or finding a job. Part of the budget request for this RTT-D grant is to open a satellite SparkPoint Center at the Kids' Zone complex on Whipple Road in Union City.

Tiburcio Vasquez Health Center (Logan H.S.)

- Provides school based linked services: comprehensive health assessments, prescriptions for medication, primary care health services, sports physicals, oral health education and dental screenings, immunization services, mental health services, youth empowerment programs, and Spanish-Speaking Parent Support Group.

Kaiser Permanente

- Sits on Kids' Zone Advisory Board to assist in disease prevention and management, reducing racial and ethnic disparities in health status and health outcomes, and involving local residents as leaders in community driven health improvement strategies.

Chabot and Ohlone Community Colleges

- Ohlone Community College operates the Tri-Cities One-Stop Career Centers in neighboring Newark and Fremont under contract to the Alameda County Workforce Investment Board.
- Both colleges provide occupational training geared toward placing CalWORKs (TANF) recipients in living wage, high-growth jobs.
- Both colleges provide outreach and initial assessment for NHUSD high school students at Logan, Conley-Caraballo, and Decoto Center for Independent Study.

COR (Congregations Organizing for Renewal)

- Organizing Neighborhood Watch in cooperation with Union City Police Department's Community Oriented Policing and Problem Solving unit, the city's Youth Violence Prevention and Intervention Program, and community leaders such as (b)(6) (b)(who leads (b)(6) in the Decoto neighborhood
- Assists with overall neighborhood organizing and community input into Kids' Zone.
- Helped to shape and participates in in Logan High Institute of Community Leadership, a school within a school focused on teams of teachers and rigorous college prep for a cross-section of the student population. (b)(6) of COR was one of the key partners in shaping ICL.

Fremont/Newark YMCA

- Leadership, recreation, community service opportunities? Childcare?

Tri-CED Community Recycling

- Job training and employment readiness services for young adults and adults
- Environmental education for students in NHUSD schools, including donating books and supplies
- Sponsoring job fairs and other community events

While 2012 is the first year we have had dedicated funding to support the Kids' Zone, we have already taken a number of actions in support of our vision:

- We held Anti-Bullying workshops for parents at the District Office and the Conley-Conley-Caraballo site, attended by over 40 parents and family members. Senator Ellen Corbett hosted an Internet Safety Town Hall Meeting on October 11, at the Conley-Caraballo site where District staff spoke about the District's anti-bullying policy, the school's ability to discipline students for behavior occurring after school and off campus and, and what families can do about cyber-bullying.

- The Union City Violence Prevention Task force, funded by voter-approved Measure W, is conducting research for youth violence prevention programs to add to the service mix in our neighborhoods.

- Safe Routes to School initiative is strengthening, with monthly walk and roll to school days across the District.

- Fifteen Mental Health Provider Trainings/Workshops have been held, with five more scheduled. We have conducted 32 hours of mental health orientation so far in 2012, and we have two-hour trainings monthly. The Kids' Zone mental health interns attend, as do guidance counselors, school psychologist, and community partners. This year's topics include: suicide assessment & monitoring, family engagement, traumatic stress: definitions, assessment, and treatment; attachment theory, art therapy and neuroscience

  on-line referral system: managing & reporting; group therapy; minor consent, confidentiality, and mandated reporting; Map of Services & case management; Grief & Loss; Outcome & session rating scales; and Multi-Axial diagnosis and treatment planning.

- Mental Health interns at James Logan (5.5) and Conley-Conley-Caraballo (2) high schools, at Alvarado (2) and Cesar Chavez (2) middle schools, at four of the District's seven elementary schools: Pioneer, Kitayama, Hillview Crest, and Searles, with interns planned for Emanuele Elementary starting in 2013. There is also one at Decoto Independent Study. The interns are funded and supervised by Union City, Tiburcio Vasquez Health Center, Alameda County Behavioral Health Services, and the District. Students are referred by SST's, counselors, principals, parents, and self-referrals. The Kids' Zone Director and staff put the word out on criteria referral to all these parties and ask that anyone in need be referred.

- Teens for Life (an Alameda County Behavioral Health program utilizing best practices in suicide prevention) is scheduled in all 8th and 9th grade classrooms across the District.

- A year-long intervention cycle has been implemented for small group interventions. Each school site in the District has received a list of students to receive interventions, based on multiple performance measures including the NWEA, CST, California English Language Development Test, and long-term EL status. These students are receiving small group intervention inside and/or outside the school day to move them toward proficiency in ELA and Math.

- A commitment has been secured from First 5 Alameda County for summer Pre-K class for students who do not have preschool experience. In the summer of 2012, 57 children attended this five-week class and made significant strides on the District's assessments of kindergarten readiness.

- Our first Latino Family Project training was held in spring 2012 with seven graduates. Our next training is scheduled for October 25 thru November 15. It is a two hour workshop offered in English and Spanish (separate classroom), the last hour we will bring the children in so parents can practice what they learn in class.

- The Washington on Wheels van comes to the NHUSD Adult School one full day per month and provides screenings and treatment. Some screenings like blood pressure and diabetes are free to anyone. Other screenings or treatments are free to all children, but adults must qualify based on income level or medical status.

(2) Population-level desired results for students that align with and support the applicant's broader Race to the Top – District proposal.

Theory of Change

The theory that underpins the Union City Kids' Zone is that fighting low student achievement and poverty requires innovations that transcend the time worn traditional approaches to student success. Our transformation model focuses primarily and intensively on the social, health and educational development of children across the entire district. To help support that development, wrap-around programs that support and strengthen the children's family and neighborhood environments are included in Kids' Zone partnerships. Kids' Zone serves an entire neighborhood comprehensively and at scale by creating a pipeline of support, building community among residents, institutions and other stakeholders, and by cultivating a culture of success rooted in passion, accountability, leadership and teamwork.

The desired results listed below capture both academic and community outcomes for our Kids' Zone:

Table X(2): Population-Level Desired Results

Population Group	Type of Result (e.g., educational or family & community)	Desired Results
Students	Educational	Children will enter kindergarten ready to succeed in school
Family	Health	Children youth and families are healthy
Students	Educational	Elementary and secondary students achieve proficiency in core academic subjects, and engagement in learning is high
Students	Educational and family/community: Higher education, life-long success	High school students will graduate ready for college and career
Students, families and community	Educational and family/community: School and community climate, systems building, sustainability	Students will have stable environments for learning, Engagement in learning
Students, families and community	Educational and family/community: Systems building, culture change, social equity, sustainability	Families and the community support learning in school and out of school time

See the tables in subsection (6) for targets over time.

(3) Describe how the partnership would –

(a) Track selected indicators that measure each result at the aggregate level for all children in the LEA and at the student level for participating students.

Most of the indicators selected will be tracked at the District level and provided to our external evaluators on a regular basis (at least quarterly). Indicators 2b and 5c will be tracked by our Kids' Zone staff and partners and provided twice per year to our evaluators.

(b) Use the data to target its resources in order to improve results for participating students, with special emphasis on students facing significant challenges, such as students with disabilities, English learners, and students affected by poverty (including highly mobile students), family instability, or other child welfare issues;

The Kids' Zone partnership has emphasized the needs of students facing significant and/or multiple challenges, particularly English Learners and students affected by poverty, by targeting the Decoto neighborhood for our first rollout of intensive coordinated services. The partnership and the District will use the data tracked for Kids' Zone indicators and overall RTT-D performance measures to identify areas where students face significant challenges and require additional supports. As noted in Section C, the District already utilizes the Response to Intervention approach across the grade span to focus resources on the needs of students who are struggling and to support students and their families.

We will use the data to evaluate overall progress, to see which interventions are proving most effective, and to inform our decisions on resource allocation. For example, if we see a large increase in kindergarten readiness (one of our overall RTT-D performance measures) among children who had not previously attended preschool after we fully implement our summer Pre-K classes (one of our Kids' Zone indicators), we will vigorously pursue additional resources to expand these classes. Similarly, if student assessments indi-

cate that students with disabilities need more intensive community support, we will develop strategies to strengthen and expand partnerships for that population.

(c) Develop a strategy to scale the model beyond the participating students to at least other high-need students) and communities in the LEA or consortium over time.

The Kids' Zone was founded with the intent of scaling from the Decoto neighborhood to serve first all high-need students in the District and, over time, to provide supplemental services to enrich the educational experiences of all students in the District. Our plan is to focus on the Decoto neighborhood schools, including James Logan High, for the next three to five years, to develop and strengthen the culture of partnerships and integration. As we roll out the work of the Kids' Zone with Decoto schools, we will simultaneously work with the remaining District schools to prepare them for partnership, increased supports, and community involvement. We will integrate Hillview Crest within the next two years, as it serves a large number of Decoto students and has both high poverty and poor student outcomes.

In addition to the core Kids' Zone partners mentioned above, the District also works with a number of other public and community based providers of student and family supports, as shown in the table below:

Table X(3). Additional Service Providers and Supports

Provider	On Campus?	Description
Cal-SAFE	X	Provides support to pregnant/expecting and parenting students. Pays for childcare services, transportation and other school related needs. Individual & group support.
Filipino Advocates for Justice	X	Provides group counseling and mentoring support for Filipino youth
Family Paths, Inc. 24 Hour Parent Support & Resource	X	Provide flexible school, home or office based counseling and case management for youth age 5-21 and their families. Support to parents/caregivers with over the phone counseling, crisis intervention, referral to resources. Counselors provide on-going telephone support to clients.
Hume Center South Asian Services	X	School, home or office counseling. Short term (up to 1 year) for clients of South Asian descent (India, Pakistan, Burma, Afghanistan, Iran, Nepal, Bangladesh, limited for Filipino &

Table X(3). Additional Service Providers and Supports

Provider	On Campus?	Description
		others)
Therapeutic Behavioral Services	X	Individual therapists provide on-site behavior therapy for students with intensive behavior needs.
Victims of Crime (VOC) therapy	X	Provides individual and family therapy for students/families that qualify
Crisis Support Services of Alameda County		24/7 confidential phone mental health counseling & support for suicide or any counseling matters
Community Counseling Center at CSU East Bay		Family and couples counseling, individual counseling for adults, teens, and adolescence; infant-led play therapy for low-income families and individuals with or without insurance
National Suicide Prevention Hotline		24/7 confidential phone mental health counseling & support for suicide or any counseling matters
EMQ Families First	X	Provides individual and group therapy (as well as some other services) to students at risk of drug & alcohol issues.
Kids' Zone Behavioral Health	X	Short-term individual, group therapy and case management
Lincoln Child Center School Engagement Program	X	Provides intensive individual & family therapy to students who are chronically truant from school
NHUSD Mental Health Intern	X	Short-term individual, group, and family therapy, case management at Logan, Pioneer and Kitayama, for uninsured students and families.
Project Eden	X	Short-term individual therapy and group therapy for alcohol, tobacco, or drug related referrals; no restrictions on insurance status
2-1-1 Alameda County Hotline		Social worker provides resources and referrals mostly related to housing, food, shelter
Family Education and Resource Center		Support, education, advocacy for family & close people to those with mental illnesses
ACCESS (Medi-Cal)		24-hour mental health resource and referral info. Help with straightening out insurance matters related to Medi-Cal.
Alameda County Child		Confidential consultation about suspected child abuse and any related reporting

Table X(3). Additional Service Providers and Supports

Provider	On Campus?	Description
& Family Services		
Tiburcio Cultura y Bienestar		Activities to promote mental health and well-being through education, consultation, & practice of traditional healing methods

Even with all these partners, we are only able to provide supports to a fraction of the students and families who have issues with anxiety, depression, medical problems, child-parent relationships, economic hardship, cultural isolation, alcohol and other drugs, and other stressors. Our intent is to continue to strengthen and expand our partnerships and services so that we can meet the needs of all students and families in our District. A Decoto SparkPoint Center will be a critical step on the way to scaling up, as SparkPoint counselors will link clients to an even broader network of services, benefits, and opportunities.

Another key element in scaling up our vision for robust Full Service Community Schools supports is to work with the San Francisco Bay Area Community Schools Network. This network launched by the Center for Strategic Community Initiatives in 2007, engages over 100 members in sharing and learning best practices, self-assessment, planning, skill building and networking. With the support of the San Francisco Foundation, the network provides technical assistance for districts seeking to plan and implement the Full Service Community Schools initiative. Network participants engage in self-assessment, planning, skill building and networking through a professional learning community, convenings, workshops and facilitated planning, designed around collaboration, integration and the five conditions for learning. We plan to join the network as fully engaged members to support our work in this arena and to apply for support from the San Francisco Foundation for additional resources for implementation.

(d) Improve results over time;

The District is already demonstrating an upward trajectory of improving results for all students, narrowing achievement gaps, and increasing equity across the District. As the Kids' Zone rolls out its first phase of activities and plans to scale up, we anticipate being

able to show stronger and stronger results by recruiting additional partners, scaling up investments from existing partners, using results to leverage additional funders, and institutionalizing school-community integration and referrals for services.

(4) Describe how partnership would, within participating schools, integrate education and other services for participating students ;

At present, mental health and socio-emotional supports are embedded in 8 of our 12 schools, including our alternative schools. Other services are intended to remove barriers to learning, such as hunger, health, transportation problems, and behavioral issues. Services include referrals for families to food programs and benefits, assistance with rent, utilities, transportation, and clothing; medical care, and Parent Project Senior programs to help parents deal with problematic behaviors.

21st Century Community Learning Centers are set up to link strongly with the school day in terms of both academic content and socio-emotional supports. Behavioral expectations are consistent throughout the programs, and staff are co-trained with school staff on behavior management and relationship building. Partner services are all integrated with educational services for 21st CCLC students, who are referred based on the need for academic and non-academic support.

(5) How the partnership and LEA would build the capacity of staff by providing them with tools and supports to –

(a) Assess the needs and assets of participating students that are aligned with the partnership's goals for improving the education and family and community supports identified by the partnership;

Cross-collaboration to build capacity both for District staff and partner staff is a priority for the Kids' Zone. Examples that we are currently developing include:

- An October 2012 District-wide workshop on Trauma in the Classroom, a trauma-informed approach to identifying and managing behavior and mental health issues that affect the classroom climate and student performance. The workshop gave teachers

the opportunity to learn about different kinds of trauma, the effects of trauma on developing brains and find out how to get additional supports for students impacted by trauma.

- Ongoing formal and informal interactions between mental health providers and educators about how best to refer students to the SST process or to Response to Intervention tiers.

(b) Identify and inventory the needs and assets of the school and community that are aligned with those goals for improving the education and family and community supports identified by the applicant;

The partnership completed a preliminary needs and assets assessment in 2011. The Kids' Zone partnership has recruited initial partners based on the pressing needs identified to address mental health and youth violence issues, and focused on the Decoto neighborhood based on the data and community input we received. The Steering Committee and District leadership will be working to expand the partnership and include services that support families in other ways, such as job readiness, job search, and job skills training. In addition, Tiburcio Vasquez Health Center is partnering with the city of Union City and the Kids' Zone to conduct a door-to-door survey for more detailed data on Decoto neighborhood needs and assets and create a detailed asset map. This map will be shared with the District at all levels to assist school sites and educators in designing approaches to support the children and families who live around and attend our schools.

(c) Create a decision-making process and infrastructure to select, implement, and evaluate supports that address the individual needs of participating students and support improved results *and* ***(d) Engage parents and families of participating students in both decision-making about solutions to improve results over time and in addressing student, family, and school needs;***

The infrastructure and decision-making process have been developed with our Kids' Zone Steering Committee, Advisory Council, and linkage to the District, with the Kids' Zone Executive Director being a senior District employee with many years of experience in the District in K-12 and Adult Education.

Our plan for engaging parents and families is also laid out and in place, including quarterly community forums facilitated by a combination of Kids' Zone staff and community members, including youth. Through RTT-D we will train two community liaisons,

five parents and five students in Technology of Participation (ToP) created by the Institute for Cultural Affairs, a training used world-wide to foster active engagement in a wide variety of settings. ToP provides practical tools for fostering highly energized, productive, inclusive, and meaningful group participation. ToP values creative thinking, consensus-based decision making, and high levels of participation.

(e) Routinely assess the applicant's progress in implementing its plan to maximize impact and resolve challenges and problems; See Evaluation Plan, Section (E)(4) for details. Our evaluation plan is strongly focused on the impact and implantation of the Kids' Zone.

Table X(5). Plan to augment quality supports to students, families and schools through public, private partnership (Y1 starts January 2013)

Activities	Y	Q	Deliverables	Responsible
Goal: Create continuum of supports for students and families, starting with high-need students				
Planning– Kids' Zone Director lays out plans for community school ramp-up with new staff, publicizes RTT-D initiative to community, disburses funds to 21st CCLC sites for materials purchases,	Y1	Q1-3	- New hourly staff recruited, assigned as academic liaisons, parent educators - Community informed of RTT-D activities - 21st C Kids' Zone sites have increased enrichment and academic supplies	Kids' Zone Director, KZ Steering Committee & Advisory Board, 21st CCLC site coordinators and principals
Conduct extensive, multi-dimensional analysis of community needs and assets	Y1,	Q1	Already complete – Community assets	Kids' Zone Director, Superintendent
Establish decision making process for selecting, targeting, implementing and evaluating supports	Y1,	Q1-2	- Steering Committee already established - Advisory Committee already established - Implementation coaching in Y1, Y2 - Evaluation plan complete in Y1, Q2	Kids' Zone Steering Committee, Advisory Committee, Director, external evaluators
Establish Fremont Family Resource Center SparkPoint satellite center at Kids' Zone offices	Y1,	Q1 1-3	- FRC SparkPoint in place by Sept 2013 - SparkPoint serves at least 150 Decoto residents in 2013-14, 250 in 14-15, 350 in 15-16, 500 in 16-17	Kids' Zone Director, FRC
Hire 2 part-time community liaisons to connect families to services, assist with community based work, follow up on chronic student attendance issues, arrange community events, training parents and community members, working with	Y1,	Q3	Increase authentic family and community engagement in conversations and work on raising academic expectations, supporting student success, and developing a pipeline to college and career readiness.	Kids' Zone Director

Table X(5). Plan to augment quality supports to students, families and schools through public, private partnership (Y1 starts January 2013)

Activities	Y	Q	Deliverables	Responsible
youth development programs				
Train the liaison along with a small number of parents and youth in "Technology of Participation" facilitation.	Y1-	Q2-4	- 2 community liaison staff, 5 parents and 5 students trained - Steering Committee receives improved input on needs, effectiveness of existing services, ideas for enhancements	Kids' Zone Director
Train parents to use online tools to track student progress	Y1, Q3 to Y4,	Q4	Parents log on to Q Parent Connect	Kids' Zone Director, Tech staff
Expand Puente classes for Latino Students by 2 sections			Latino students have additional access to academic support, college prep, and mentoring	Logan Principal
Coordinate youth development activities at Logan HS with Puente classes for Latino students	Y2, Q1 to Y4,	Q4	- Part time Youth Development Teacher hired - Youth development and leadership project focused on closing the achievement gap and college and career readiness, including mentoring program and community engagement work.	Logan Principal, Kids' Zone Director
Provide parent education in dealing with problem adolescent behaviors	Y1, Q3 to Y4,	Q4	At least 40 parents trained in Parent Project Senior each year	Kids' Zone Director
Implement Academic Parent-Teacher teams			Y1, 100 teachers trained and coached to implement APTT academic meetings; scaling up to 150 in Y2, 300 in Y3 & Y4	CAO, DK12
Evaluate effectiveness of Kids' Zone supports and services as described in Section (E)(4)	Y1, Q1 to Y4,	Q4	Objective external evaluation provides quarterly updates on progress and impacts	Kids' Zone Director, Project Director, external evaluators
Goal 2: Expand Kids' Zone beyond Decoto neighborhood and schools				
Continue training in Parent Project Senior throughout District	Y2. Q2 to Y4,	Q 4	At least 4 PPS classes/year	Kids' Zone Director, Community liaison
Institutionalize systems in initial schools, freeing up resources to expand to additional schools	Y2. Q3 to Y4,	Q 4	Teachers, counselors and other staff have effective systems in place to refer students to coordinated services	Kids' Zone Director, Director of Student Interventions

Table X(5). Plan to augment quality supports to students, families and schools through public, private partnership (Y1 starts January 2013)

Activities	Y	Q	Deliverables	Responsible
Use evaluation results to leverage further investment as described in sustainability plan (F)(4)	Y2. Q2 to Y4, Q 4		Increased private and public investment in Kids' Zone activities shown to be effective	Kids' Zone Director, external evaluator

(6) Identify its annual ambitious yet achievable performance measures for the proposed population-level and describe desired results for students. See tables below:

Table X(6). Competitive Preference Priority: Performance Measures

Performance Measure	Applicable Population	Baseline(s)		Target				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
1. Children will enter kindergarten ready to succeed in school								
1a. % of Kindergarten students who reach grade-level literacy cut point on NWEA by end of Kindergarten.	All Students		53%	60%	67%	74%	81%	89%
	African American		49%	55%	62%	70%	79%	85%
	Chinese		51%	59%	69%	78%	87%	93%
	Asian Indian		57%	64%	705	78%	86%	91%
	Filipino		53%	61%	68%	76%	84%	90%
	Hispanic		51%	58%	66%	74%	82%	89%
	Other Pacific Islander		54%	60%	67%	74%	81%	88%
	Vietnamese		53%	60%	67%	74%	81%	89%
	White		59%	68%	75%	82%	88%	92%
	Socio-economically disadvantaged		51%	58%	66%	73%	82%	88%
	English Learners		53%	60%	67%	74%	81%	88%
	Students with Disabilities[30]		44%	50%	60%	66%	72%	78%

[30] Please note that the special ed subgroup may be slightly underrepresented fewer of these students may have taken the test both in Fall and Spring.

Table X(6). Competitive Preference Priority: Performance Measures

Performance Measure	Applicable Population	Baseline(s)		Target				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
1b. Number of incoming Kindergarten students in District with public pre-school experience	All Students	N/A	N/A	1063	1100	1200	1400	1800
	African American	N/A	N/A	51	367	375	380	392
	Asian	N/A	N/A	25	219	230	239	289
	Asian Indian	N/A	N/A	0	10	12	15	15
	Filipino	N/A	N/A	36	51	60	70	80
	Hispanic	N/A	N/A	214	0	0	0	0
	Other Pac. Islander	N/A	N/A	19	106	120	130	181
	Vietnamese	N/A	N/A	n/a	36	50	60	70
	White	N/A	N/A	41	214	235	243	270
	Socio-economically disadvantaged	N/A	N/A	367	19	25	30	35
	English Learners	N/A	N/A	219	41	45	52	60
	Students with Disabilities	N/A	N/A	10	367	375	380	392
1c. Number of low-income District students attending summer kindergarten transition program	All Students		0	55	100	150	200	250
1d. Aggregate measure of social emotional indicators on Kindergarten Observation Form	All Students		81%	82%	84%	86%	87%	89%
	African American		71%	75%	78%	82%	85%	89%
	Chinese		81%	83%	84%	86%	87%	89%
	Asian Indian		82%	84%	85%	86%	88%	90%
	Filipino		88%	89%	92%	95%	95%	95%
	Hispanic		77%	82%	85%	86%	89%	92%

Table X(6). Competitive Preference Priority: Performance Measures

Performance Measure	Applicable Population	Baseline(s)		Target				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Other Pac. Islander		79%	81%	83%	85%	87%	89%
	Vietnamese		76%	78%	81%	84%	86%	89%
	White		83%	84%	85%	87%	89%	90%
	Socio-economically disadvantaged		76%	79%	81%	84%	86%	89%
	English Learners		79%	81%	83%	85%	87%	89%
	Students with Disabilities[31]		60%	63%	67%	72%	77%	83%
2. Children, youth and families are healthy.								
2a. Number of students participating in health and mental health offered through Kids' Zone (including mental health)	All students		N/A	349	500	650	700	700
	African American		N/A	35	60	70	80	84
	Chinese		N/A	35	50	65	70	70
	Asian Indian		N/A	18	25	30	35	36
	Filipino		N/A	60	70	70	120	140
	Hispanic		N/A	80	100	125	200	200
	Other Pacific Islander		N/A	15	20	25	30	40
	Vietnamese		N/A	35	50	65	70	70
	White		N/A	30	40	50	60	60
	Socio-economically disadvantaged		N/A	180	300	350	450	450
	English Learners		N/A	80	110	130	140	140
2b. Number of families participating in health	All families		N/A	82	100	130	160	190
	African American		N/A	9	11	12	15	20

[31] Please note that the special ed subgroup may be slightly underrepresented fewer of these students may have taken the test both in Fall and Spring.

Table X(6). Competitive Preference Priority: Performance Measures

Performance Measure	Applicable Population	Baseline(s)		Target				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
and mental health offered through Kids' Zone (including mental health)	Chinese		N/A	6	8	12	14	16
	Asian Indian		N/A	5	10	15	20	20
	Filipino		N/A	15	20	26	30	35
	Hispanic		N/A	20	25	30	38	50
	Other Pacific Islander		N/A	4	4	5	6	9
	Vietnamese		N/A	15	18	20	25	25
	White		N/A	8	9	10	12	14
	Socio-economically disadvantaged		N/A	70	80	110	130	160
	English Learners/monolingual families		N/A	30	40	50	60	70
2c. Percentage of District children and youth with a medical home (not yet measured by District)	All students	We will establish a baseline for this measure in SY 2012-13	N/A					
	African American		N/A					
	Chinese		N/A					
	Asian Indian		N/A					
	Filipino		N/A					
	Hispanic		N/A					
	Other Pacific Islander		N/A					
	Vietnamese		N/A					
	White		N/A					
	Socio-economically disadvantaged		N/A					
	English Learners		N/A					
3. <u>Elementary and secondary students achieve at least proficiency in core academic subjects.</u>								
(3a) Percentage of stu-	All participating students		53%	60%	67%	74%	81%	89%

Table X(6). Competitive Preference Priority: Performance Measures

Performance Measure	Applicable Population	Baseline(s)		Target				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
dents district-wide achieving at least 1 year of growth per year on NWEA English Language Arts test.	African American		49%	55%	62%	70%	79%	85%
	Chinese		51%	59%	69%	78%	87%	93%
	Asian Indian		57%	64%	705	78%	86%	91%
	Filipino		53%	61%	68%	76%	84%	90%
	Hispanic		51%	58%	66%	74%	82%	89%
	Other Pacific Islander		54%	60%	67%	74%	81%	88%
	Vietnamese		53%	60%	67%	74%	81%	89%
	White		59%	68%	75%	82%	88%	92%
	Socioeconomically Disadvantaged		51%	58%	66%	73%	82%	88%
	English Learner		53%	60%	67%	74%	81%	89%
	Special Education		44%	53%	62%	71%	80%	89%
3b. Percentage of students Achieving Proficiency on NWEA Math in Gr. 6 (Spring 2012 NWEA Math Scores of 228 RIT or Greater)	All participating students		46%	55%	63%	72%	80%	89%
	African American		24%	35%	46%	56%	67%	78%
	Chinese		85%	90%	94%	99%	104%	109%
	Asian Indian		64%	71%	78%	84%	91%	98%
	Filipino		55%	63%	70%	78%	86%	94%
	Hispanic		30%	40%	50%	61%	71%	81%
	Other Pacific Islander		38%	47%	57%	66%	76%	85%
	Vietnamese		64%	71%	78%	84%	91%	98%
	White		62%	69%	76%	83%	90%	97%
	Socio-economically disadvantaged		32%	42%	52%	62%	72%	82%
	English Learners		9%	21%	34%	46%	58%	71%

Table X(6). Competitive Preference Priority: Performance Measures

Performance Measure	Applicable Population	Baseline(s)		Target				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Students with Disabilities		9%	21%	34%	46%	58%	71%
3c. Number of Students proficient in California Standardized Tests, English Language Arts, by the end of the third grade. Note that starting in 2014 with advent of CCSS and adaptive proficiency testing, measures will become harder to predict.	All participating students		46%	49%	53%	59%	66%	73%
	African American		32%	35%	40%	46%	53%	61%
	Asian Indian		50%	51%	53%	56%	60%	68%
	Chinese		72%	75%	77%	81%	83%	87%
	Filipino		54%	57%	61%	66%	72%	78%
	Hispanic		30%	33%	39%	47%	56%	66%
	Other Pacific Islander						N/A <10 individuals	
	Vietnamese		68%	72%	75%	80%	84%	86%
	White		51%	54%	60%	66%	73%	78%
	Socio-economically disadvantaged		31%	35%	43%	50%	60%	72%
	English Learners		10%	12%	16%	23%	33%	42%
	Students with Disabilities		21%	24%	29%	35%	42%	49%
(3d) Percentage of students in grades 4-8 attending school at least 95% of school days	All participating students		78%	80%	82%	85%	87%	89%
	African American		64%	69%	74%	79%	84%	89%
	Chinese		96%	96%	96%	96%	96%	96%
	Asian Indian		83%	84%	85%	87%	88%	89%
	Filipino		88%	88%	88%	89%	89%	89%
	Hispanic		72%	75%	79%	82%	86%	89%
	Other Pacific Islander		67%	71%	76%	80%	85%	89%
	Vietnamese		97%	97%	97%	97%	97%	97%
	White		75%	78%	81%	83%	86%	89%
	Socio-economically disad-		74%	77%	80%	83%	86%	89%

Table X(6). Competitive Preference Priority: Performance Measures

Performance Measure	Applicable Population	Baseline(s)		Target				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	vantaged							
	English Learners		79%	81%	83%	85%	87%	89%
	Students with Disabilities		78%	80%	82%	85%	87%	89%
4. High school students will graduate ready for college and career								
4a. Decrease in gap in college enrollment among subgroups	All participating students		**80%**	**82%**	**84%**	**86%**	**88%**	**90%**
	Asian		**80%**	82%	84%	86%	88%	90%
	English Learners		**92%**	93%	94%	95%	96%	96%
	Socioeconomically Disad-vantaged		**63%**	67%	70%	74%	78%	82%
	Hispanic or Latino		**72%**	75%	77%	80%	83%	86%
	Black or African American		**72%**	75%	77%	80%	83%	86%
	Disparity		**30%**	27%	24%	21%	18%	15%
4b. Percentage of students passing Algebra I by the end of 9th grade	All participating students		79%	81%	83%	85%	87%	89%
	Black or African American		69%	73%	77%	81%	85%	89%
	Chinese		95%	95%	95%	95%	95%	95%
	Asian Indian		83%	84%	85%	87%	88%	89%
	Filipino		94%	94%	94%	94%	94%	94%
	Hispanic		71%	75%	78%	82%	85%	89%
	Other Pac Islander		77%	79%	82%	84%	87%	89%
	Vietnamese		94%	94%	94%	94%	94%	94%
	White		72%	75%	79%	82%	86%	89%
	Socio-economically disad-vantaged		77%	79%	82%	84%	87%	89%
	English Learners		82%	84%	85%	86%	88%	89%

Table X(6). Competitive Preference Priority: Performance Measures

Performance Measure	Applicable Population	Baseline(s)		Target				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Students with Disabilities		79%	81%	83%	85%	87%	89%
4c. Increase in number of AP Exams passed by NHUSD students (3 or above). Note that students may take multiple exams.	All participating students	747	N/A	900	1050	1250	1375	1500
5. Students have stable environments for learning								
5a. Percentage of students that report high levels of "Opportunities for Meaningful Participation" on California Healthy Kids Survey. [32] GRADES 4-8	All participating students		11%	29%	46%	64%	81%	99%
	Hispanic		8%	26%	44%	62%	80%	98%
	American Indian/ Alsk.		11%	29%	46%	64%	81%	99%
	Asian		12%	30%	47%	65%	82%	100%
	African American		10%	28%	45%	63%	81%	99%
	Native Hawaiian/ Pacific Islander		18%	35%	52%	69%	86%	103%
	White		9%	27%	45%	62%	80%	98%
	Mixed (two or more races)		11%	29%	46%	64%	81%	99%
(5b) Percentage of students that report high levels of "Opportunities for Meaningful Participation" on CA Healthy Kids Sur-	All participating students		12%	27%	43%	58%	74%	89%
	Hispanic		9%	25%	40%	56%	72%	88%
	American Indian/ Alaska Native		3 students	N/A	N/A	N/A	N/A	N/A
	Asian		12%	27%	43%	58%	74%	89%

[32] Meaningful participation is defined as the involvement of the student in relevant, engaging, and interesting activities with opportunities for responsibility and contribution.

Table X(6). Competitive Preference Priority: Performance Measures

Performance Measure	Applicable Population	Baseline(s)		Target				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
vey. GRADES 9-12	African American		0.1	26%	41%	57%	72%	88%
	Native Hawaiian/ Pacific Islander		20%	35%	49%	64%	78%	93%
	White		16%	31%	46%	61%	76%	91%
	Mixed (two or more races)		25%	39%	53%	67%	81%	96%
5c. Reduction in number of students suspended for CA Education Code section 48900(k)	All participating students		172	155	139	125	113	102
	Grades 6-8		148	133	119	108	97	87
6. Families and the community support learning in school and out of school time								
6a. Increase in number of students receiving academic intervention and homework support after school through Kids' Zone (includes Club UNE and 21st Century)	All students		673	1023	1250	1500	1700	2000
6b. Number of parents participating in APTT academic conferences	All Students	N/A	N/A	N/A	1800	3600	5400	7000
		N/A	N/A	N/A				
	Asian	N/A	N/A	N/A	540	792	1242	1540
	African-American	N/A	N/A	N/A	144	324	486	630
	Filipino	N/A	N/A	N/A	342	684	1053	1330
	Latino	N/A	N/A	N/A	486	1080	1620	2450
	Native Hawaiian/Pacific Islander	N/A	N/A	N/A	54	144	243	210

Table X(6). Competitive Preference Priority: Performance Measures

Performance Measure	Applicable Population	Baseline(s)			Target			
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	2 or More Races	N/A	N/A	N/A	72	144	270	280
	White	N/A	N/A	N/A	162	324	486	560
	Socio-economically disad-vantaged	N/A	N/A	N/A	612	1368	1836	2380
	English Learners	N/A	N/A	N/A	324	720	972	1260
	Students with Disabilities	N/A	N/A	N/A	162	324	486	630
6c. Increase in number of District families reporting interaction with Kids' Zone part-ners	All Students	Not yet measured; will begin to collect this data in 2013-14. Projections are rough estimates which may be changed based on 2013-14 baseline			150	200	300	500

XI. BUDGET
(Budget Requirements and Evidence for Selection Criteria (F)(1) and Optional Budget Supplement)

BUDGET SUBPART 1: OVERALL BUDGET SUMMARY

Budget Table 1-1: Overall Budget Summary Table
Evidence for: (F)(1)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$1,707,118.74	$4,692,065.58	$5,223,177.96	$4,243,438.06	$15,865,800.34
2. Fringe Benefits	$328,897.40	$876,657.65	$1,019,268.12	$861,384.70	$3,086,207.87
3. Travel	$-	$-	$-	$-	$-
4. Equipment	$-	$-	$-	$-	$-
5. Supplies	$1,905,497.50	$2,268,017.50	$956,902.50	$20,682.50	$5,151,100.00
6. Contractual	$590,675.44	$903,613.69	$1,003,309.13	$1,479,809.25	$3,977,407.50
7. Training Stipends	$-	$-	$-	$-	$-
8. Other	$2,800.00	$8,775.00	$2,125.00	$3,600.00	$17,300.00
9. Total Direct Costs (lines 1-8)	$4,534,989.08	$8,749,129.42	$8,204,782.70	$6,608,914.52	$28,097,815.71
10. Indirect Costs*	$179,132.07	$364,559.29	$393,829.57	$317,227.90	$1,254,748.83
11. Total Grant Funds Requested (lines 9-10)	$4,714,121.15	$9,113,688.71	$8,598,612.27	$6,926,142.41	$29,352,564.54
12. Funds from other sources used to support the project	$1,681,879.54	$3,505,945.62	$7,661,939.94	$10,328,721.55	$23,178,486.65

13. Total Budget (lines 11-12)	$6,396,000.69	$12,619,634.33	$16,260,552.21	$17,254,863.96	$52,531,051.19

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 2: OVERALL BUDGET SUMMARY NARRATIVE

NHUSD is requesting funds for seven interrelated projects that together support our vision of college- and career-readiness for all our students through academic rigor, deeper, personalized learning, and a continuum of family and student supports.

1. The **Literacy and Common Core State Standard**s project focuses on extensive professional development and follow-up coaching to support teachers in teaching critical literacy skills and math, and in implementing teaching and assessment methods that are consistent with the Common Core State Standards (CCSS), which will be officially adopted in California in the 2014-15 school year

2. The Community Connections Project strengthens our supports to students and families to increase the personalization of learning and enhance educational equity through the Union City Kids' Zone, Community Schools, and intensive parent engagement.

3. The Teacher /Principal Evaluation project focuses resources on developing a district wide rubric for determining which teachers are effective and highly effective, based on multiple measures including student growth. This effort is already underway, **with the participation and support of the New Haven Teachers' Association,** the collective bargaining unit representing our teachers.

4. Technology for Personalization of Learning: In order to equip our educators and students with a critical mass of 21st Century learning tools, we are investing heavily in funding our technology plan, approved by our Board of Education in 2011 but de-funded then due to California's ongoing budget crisis. The plan includes both equipment and comprehensive training and follow-up coaching for teachers in effective use of technology for instruction.

5. Grading and Assessment Project: The District is already in the process of restructuring how grading and assessment take place, both in preparation for CCSS implementation, and as a result of our drive toward educational equity throughout our District. This project invests

additional resources in this effort.

6. College- and Career- Readiness: Our college and career readiness strategy includes all our other strategies, including the focus on critical literacy across the curriculum, writing, and revamping math instruction to include studio habits of mind (as described in Project 1). We are also putting together a menu of supports and resources to ensure that all students have the support they need to graduate college- and career-ready. These include additional access to interventions in small groups, additional support for flexible credit options, launching a STEM academy at James Logan High schools; supporting our alternative school students in college-going; providing greater access to and support for Advanced Placement coursework and exams; and working with middle and high schools to ensure that youth development principles and practices are embedded in the fabric of every activity at school.

7. Implementation and Evaluation for Continuous Improvement: In order to ensure that our plans are implemented with consistency and quality, and that we receive ongoing formative data on the success of our implementation, our challenges, and our opportunities, we are budgeting for both implementation coaching and extensive external evaluation. Our implementation coaches will have extensive experience in coaching districts to implement and sustain system-wide reform. Our external evaluators will have extensive experience in mixed-methods, multi-year evaluations of complex, multi-systemic education reforms.

Budget Table 2-1: Overall Budget Summary Project List
Evidence for: [Fill in (F)(1) or Optional Budget Supplement]

Project Name	Primary Associated Criterion and location in application	Additional Associated Criteria and location in application	Total Grant Funds Requested	Total Budget
Literacy & Common Core State Standards	Section IX C(2) Section IX, pages 74-87	Section IX A(1), pages 15-19 A(3) pages 26-27, C(1), pages 55- 74	$12,343,968.00	$16,269,168.00
Community Connections	Section X Competitive Preference Priority, pages 138-157	Section IX C(1) & C(2), pages 55-88, D(2) pages 97-101	$2,547,614.33	$5,671,722.79
Teacher, Principal	Section IX D(2), pages 98-100	Section IX B(2) , page 46,	$317,629.41	$7,445,714.10

Evaluation		C(2) page 85		
Technology and Personalization	Section IX C(2) pages 80-86	Section IX A(3) page 27-28, D(2), pages 99-100	$8,889,118.16	$10,025,697.73
Grading and Assessment	Section IX D(2) pages 88-90	Section IX B(3) pages 43-47	$418,328.11	$7,546,412.80
College & Career	Section IX C(1-2), pages 56-87	Section IX D(1) page 96	$2,449,812.30	$2,731,261.22
Implementation, Program Evaluation	Section IX E(1-4), pages 100-134		$2,386,094.23	$2,841,074.55
TOTALS			$29,352,564.54	$52,531,051.19

BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES

Table 3-1: Project-Level Budget Summary Table: Evidence for (F)(1)

Project Name: Project 1: Literacy & Common Core State Standards

Primary Associated Criterion and Location in Application: Section IX C(2) Section IX, pages 74-87

Additional Associated Criteria (if any) and Location in Application: Section IX A(1), pages 15-19 A(3) pages 26-27, C(1), pages 55- 74

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$785,678.00	$2,866,471.30	$3,065,108.09	$2,140,733.61	$8,857,991.00
2. Fringe Benefits	$110,387.76	$402,739.22	$430,647.69	$300,773.07	$1,244,547.74
3. Travel	$-	$-	$-	$-	$-
4. Equipment	$-	$-	$-	$-	$-
5. Supplies	$125,000.00	$375,000.00	$-	$-	$500,000.00
6. Contractual	$294,862.94	$383,813.69	$338,234.13	$193,884.25	$1,210,795.00
7. Training Stipends	$-	$-	$-	$-	$-
8. Other	$-	$-	$-	$-	$-
9. Total Direct Costs (lines 1-8)	**$1,315,928.70**	**$4,028,024.21**	**$3,833,989.90**	**$2,635,390.93**	**$11,813,333.73**
10. Indirect Costs*	$51,979.18	$168,124.80	$184,031.52	$126,498.76	$530,634.27
11. Total Grant Funds Requested (lines 9-10)	**$1,367,907.88**	**$4,196,149.01**	**$4,018,021.42**	**$2,761,889.69**	**$12,343,968.00**
12. Funds from other sources used to support the project	$245,325.00	$981,300.00	$981,300.00	$1,717,275.00	$3,925,200.00

13. Total Budget (lines 11-12)	$1,613,232.88	$5,177,449.01	$4,999,321.42	$4,479,164.69	$16,269,168.00

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

The Literacy and Common Core State Standards project focuses on extensive professional development and follow-up coaching to support teachers in teaching critical literacy skills and math, and in implementing teaching and assessment methods that are consistent with the Common Core State Standards (CCSS), which will be officially adopted in California in the 2014-15 school year. The District has already begun this effort and will continue to support it using NHUSD general funds.

a) All funds supporting this project are identified in section 12 "Funds from other sources supporting this project."
b) This project is the single largest investment we are making and includes funds to support professional development time and compensate participating teachers fairly during out of school time, minimizing the use of substitutes and the necessity to pull teachers out of class. We are also budgeting for coaches who will follow up with teachers during class time and during Instructional Leadership Team meetings. We are also budgeting sufficient funds to provide professional development for all teachers, comprehensively transforming the instructional environment from teaching centered to student-centered.
c) Because we are following a trainer of trainers and capacity building model, most of our costs are one-time investments during the grant period. Each line item in the budget narrative is marked as a one-time investment or an ongoing cost.

Table 4-1: Project-Level Itemized Costs

Cost Description	Cost Assumption	2013 Jan-Aug Planning Year 1	2013 Sep-2014 Aug Project Year 1	2014 Sep-2015 Aug Project Year 2	2015 Sep-2016 Aug Project Year 3	2016-Sep-Dec Project Year 4	Total	One-time vs. Ongoing
1. Personnel:								
Certificated Personnel (Ex. Release Time, Substitute Costs, Stipends)								
Media Center Staffing part-time staff at each school site to identify and push out digital resources to classroom teachers.	$60,000/site x 11 sites - 0.60FTE at $100,000/FTE x 1.02 COLA		$660,000	$673,200			$1,333,200	Ongoing - will match

Table 4-1: Project-Level Itemized Costs								
Cost Description	Cost Assumption	2013 Jan-Aug	2013 Sep-2014 Aug	2014 Sep-2015 Aug	2015 Sep-2016 Aug	2016-Sep-Dec	Total	One-time vs. Ongoing
		Planning Year 1	Project Year 1	Project Year 2	Project Year 3	Project Year 4		
Long term substitutes to enable one teacher per site to become a teacher leader for a year during the implementation of Common Core State Standards. Long term sub rate of $160/day	$160/day x (7 elem, 2 midd, 3 high) x 90 days x 1.02 COLA		$172,800	$176,256	$179,781	$45,844	$574,681	One-Time
Literacy Coaches (additional) - Need for literacy coaches decreases after year 2 as the district completes implementation of its literacy focus	$100,000/ea. x (7 elementary), (1 x 2 midd) (1.5 high) - 0.75 FTE from grant, 0.25 FTE from categorical x 1.02 COLA.		$787,500	$803,250	$614,486	$156,694	$2,361,930	One-Time
Math Coaches. Project Year 1 is a planning year Math coaches will work with instructional leadership teams to develop intensive Math PD and coaching schedule for years 2-4	$100,000/ea. x 7 elem, 2 midd, 2 high, 0.50FTE in Y1, 0.75FTE in Y2 x 1.02 COLA		$550,000	$841,500	$858,330	$218,874	$2,468,704	One-Time
RA Cohort 1 ELA/ Math/ Science/English/ History (30 teachers per subject area) Middle and High School -- 5 days Summer 2013/, 2 days Winter 2014/3 days Summer 2014	90 teachers/cohort x (5 days out of school time during the planning period, 2 days Y2) x $33.58/hour x 6 hrs. day. $34/hour in Y2	$90,666		$36,720			$127,386	One-Time
RA Cohort 2 -- same starting Summer 2014 ending Summer 2015 - 90 teachers/cohort x (5 days out of school time Year 1, 2 days year 2) $34/hour in Y2 and $34.50/hr. in Y3 x 6 hrs. day.				$91,800	$37,260		$129,060	One-Time

Table 4-1: Project-Level Itemized Costs								
Cost Description	Cost Assumption	2013 Jan-Aug	2013 Sep-2014 Aug	2014 Sep-2015 Aug	2015 Sep-2016 Aug	2016-Sep-Dec	Total	One-time vs. Ongoing
		Planning Year 1	Project Year 1	Project Year 2	Project Year 3	Project Year 4		
Reading Apprenticeship (RA) Admin/Teacher leader cohort professional development time: This cohort of administrators and teacher leaders includes personnel who have already been through initial RA training and are receiving additional training in order to be able to support their colleagues as we roll out RA throughout the middle and upper grades.	30 Admin x 3 days in the planning period, 4 days in Y2, $33.58/hour ($34 in Y2) x 7 hrs. day	$21,155		$28,560			$49,715	One-Time
RA Training of Trainers cohort professional development time: Starting in School Year 2, a cohort of 15 district staff and classroom teachers will be trained as trainers in the RA approach. This is one of the key elements of our sustainability strategy.	15 ToT x 5 days Y2, 5 days Y3, 5 days Y4, $34/hour x 6 hrs. day. Hourly rate increases to $34.50 in Y3 and $35 in Y4			$15,300	$15,525		$30,825	One-Time
Certificated teacher to run Intervention classes for English learners at the high school level who are not making progress either within levels of EL classification or in other academic subjects, as identified by data analysis by district Director of Student Intervention. Classes take place during school or after school.	1.50 FTE x $70,000/yr. x 1.02 COLA		$105,000	$107,100	$109,242	$27,311	$348,653	Ongoing - will match

Table 4-1: Project-Level Itemized Costs								
Cost Description	Cost Assumption	2013 Jan-Aug	2013 Sep-2014 Aug	2014 Sep-2015 Aug	2015 Sep-2016 Aug	2016-Sep-Dec	Total	One-time vs. Ongoing
		Planning Year 1	Project Year 1	Project Year 2	Project Year 3	Project Year 4		
Substitutes for teachers in elementary grades, enabling them to attend 8 days of teacher leader training in Just Think Literacy (JTL)	8 substitutes x 8 days x 7 sites x $130/day		$58,240	$58,240			$116,480	One-Time
Hourly pay for elementary teachers to attend summer institutes in JTL in Years 1 and 2 such that all teachers at the elementary level complete JTL.	240 elementary teachers x 5 days At $33.58/hour (Increasing to $34 per hour in Y2) for summer institutes x 6 hrs. day.		$241,776	$244,800			$486,576	One-Time
Hourly pay for elementary teachers to attend summer institutes in Math Studio Program in Years 1-3 such that all teachers at the elementary level complete MSP	240 elementary teachers x 2 days for Y1, 5 days for Y2-3 and 2 days in Y4 for summer institutes, $33.58/hour in Y1 (increasing to $35 in Y4) x 6 hrs. day x 1.02 COLA		$96,710	$244,800	$248,400	$100,800	$690,710	One-Time
Hourly pay for middle and high school teachers to attend summer institutes in Math Studio Program in Years 1-3 such that all teachers at the middle and high school level complete MSP	34 teachers x 5 days/year in years 2-4, $34/hour ($34.50 in Y3) x 6 hrs. day x 1.02 COLA			$34,680	$35,190	$ -	$69,870	One-Time
Substitutes for teachers in middle and high school, enabling them to attend 2 days of teacher follow-up training in RA	90 substitutes x 2 days x $130/day in school years		$23,400	$23,400	$23,400		$70,200	One-Time

Table 4-1: Project-Level Itemized Costs								
Cost Description	**Cost Assumption**	**2013 Jan-Aug**	**2013 Sep-2014 Aug**	**2014 Sep-2015 Aug**	**2015 Sep-2016 Aug**	**2016-Sep-Dec**	**Total**	**One-time vs. Ongoing**
		Planning Year 1	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**		
Subtotal		**$111,821**	**$2,695,426**	**$3,379,606**	**$2,121,614**	**$549,523**	**$8,857,991**	
Classified Personnel (Ex. Administrative/Clerical Support)								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
2 Employee Benefits								
NHUSD employee benefit rates:							$0	
14.05% for Certificated		$15,711	$378,707	$474,835	$298,087	$77,208	$1,244,548	
25.02% for Classified		$0	$0	$0	$0	$0	$0	
Cash in Lieu Benefits ($21K/FTE)								
Subtotal		**$15,711**	**$378,707**	**$474,835**	**$298,087**	**$77,208**	**$1,244,548**	
3.Travel								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
4. Equipment								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
5. Supplies								
Document Cameras - allow students to observe and demonstrate analytical and critical note-taking and observations of hard copy texts; examine objects in 3-D.	About $2,000 per classroom for 150 classrooms		$300,000				$300,000	One-Time

Table 4-1: Project-Level Itemized Costs								
Cost Description	Cost Assumption	2013 Jan-Aug	2013 Sep-2014 Aug	2014 Sep-2015 Aug	2015 Sep-2016 Aug	2016-Sep-Dec	Total	One-time vs. Ongoing
		Planning Year 1	Project Year 1	Project Year 2	Project Year 3	Project Year 4		
K-8 Library books - classroom nonfiction books aligned with Common Core State Standards (CCSS). CCSS require students to be able to read and analyze a wide variety of nonfiction texts and our libraries for younger grades have focused primarily on fiction.	About $2,000 per classroom x 100 classrooms		$200,000				$200,000	One-Time
Subtotal		**$0**	**$500,000**	**$0**	**$0**	**$0**	**$500,000**	
6. Contractual								
Expanding PLATO online credit recovery system. Purchase of 40 seat licenses allows 40 students at any given time to be online using PLATO to earn needed credits in English, Math, Social Science.	$55,000 per year for four years, license fee.		$55,000	$55,000	$55,000	$55,000	$220,000	Ongoing - will match
WestEd Trainers for Reading Apprenticeship (RA). RA is an evidence-based approach to critical literacy that has been funded for nationwide scaling-up by the Investing in Innovation program. The NHUSD has already sent 60 middle- and high-school level teachers to RA professional development and will embed RA throughout the middle and upper grades through this grant.	See Budget attached below	$156,238	$223,876	$147,803	$30,179		$558,095	One-Time

Table 4-1: Project-Level Itemized Costs								
Cost Description	Cost Assumption	2013 Jan-Aug	2013 Sep-2014 Aug	2014 Sep-2015 Aug	2015 Sep-2016 Aug	2016-Sep-Dec	Total	One-time vs. Ongoing
		Planning Year 1	Project Year 1	Project Year 2	Project Year 3	Project Year 4		
Just Think Literacy trainers. Professional development and coaching fees to Just Think Literacy, a critical literacy approach for grades K-5	600 hours in Planning period, School year 1 at $144.03 per hour for coaching and training.	$43,125	$43,125	$86,450			$172,700	One-Time
Critical literacy consultant time to "coach the coaches" - work at least once per month with each Literacy Coach in the District and sit in on ILTs and Targeted Leadership meetings	Consultants at $250/hour for 100 hours in year 1, 200 hours in year 2 and year 3.		$25,000	$50,000	$50,000		$125,000	One-Time
Math Studop program consultant time to "coach the coaches" - work at least once per month with each Math Coach in the District and sit in on ILTs and Targeted Leadership meetings	Consultants at $250/hour for 140 hours in year 1, 200 hours in year 2 and year 3.		$35,000	$50,000	$50,000		$135,000	One-Time
Subtotal		**$199,363**	**$382,001**	**$389,253**	**$185,179**	**$55,000**	**$1,210,795**	
7. Training Stipends								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
8. Other								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
9. Total Direct Costs		**$326,895**	**$3,956,135**	**$4,243,693**	**$2,604,880**	**$681,731**	**$11,813,334**	

Table 4-1: Project-Level Itemized Costs								
Cost Description	**Cost Assumption**	**2013 Jan-Aug**	**2013 Sep-2014 Aug**	**2014 Sep-2015 Aug**	**2015 Sep-2016 Aug**	**2016-Sep-Dec**	**Total**	**One-time vs. Ongoing**
		Planning Year 1	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**		
10. Total Indirect Costs								
CDE-approved indirect rates: (Capitalized Equipment is not subject to indirect)								
3.95 % 2012-13		$12,912	$156,267				$169,180	
4.80 % 2013-14				$203,697	$125,034	$32,723	$361,455	
Subtotal		**$12,912**	**$156,267**	**$203,697**	**$125,034**	**$32,723**	**$530,634**	
11. Total Grant Funds Requested		**$339,807**	**$4,112,402**	**$4,447,390**	**$2,729,914**	**$714,454**	**$12,343,968**	
12. Funds from other sources used to support the project								
Title I and III categorical funds for EL Intervention classes, media center staffing		$0	$981,300	$981,300	$981,300	$981,300	$3,925,200	
13. Total Budget		**$339,807**	**$5,093,702**	**$5,428,690**	**$3,711,214**	**$1,695,754**	**$16,269,168**	

WESTED
BUDGET SUMMARY

New Haven Unified School District Reading Apprenticeship

Sched.	Expense Classification	Year 1 / Task 1	Year 2 / Task 1	Year 3 / Task 1	TOTAL
A:	Salaries	80,732.00	79,878.00	45,212.00	205,822.00
A:	Benefits	27,760.00	26,798.00	15,262.00	69,820.00
B:	Travel	9,130.00	20,430.00	13,500.00	43,060.00
C:	Consultant / Other Personnel / Participant Support	21,600.00	27,600.00	9,000.00	58,200.00
D:	Postage / Telephone	2,631.00	2,495.00	1,872.00	6,998.00
E:	Printing / Graphics	693.00	699.00	398.00	1,790.00
F:	Outside Services	0.00	0.00	0.00	0.00
G:	Educational Fees	0.00	0.00	0.00	0.00
H:	Supplies / Materials	8,699.00	10,653.00	2,872.00	22,224.00
I:	Information Services	6,983.00	7,036.00	3,864.00	17,883.00
J:	Facility	7,685.00	7,764.00	4,415.00	19,864.00
K:	Subcontracts	0.00	0.00	0.00	0.00
L:	Program Support	10,597.00	10,734.00	5,890.00	27,221.00
Total Direct Costs		**176,510.00**	**194,087.00**	**102,285.00**	**472,882.00**
Indirect Cost*		21,887.00	24,067.00	12,683.00	58,637.00
Total Direct & Indirect Costs		**198,397.00**	**218,154.00**	**114,968.00**	**531,519.00**
Management Fee		9,920.00	10,908.00	5,748.00	26,576.00
Total Task Costs		**208,317.00**	**229,062.00**	**120,716.00**	**558,095.00**

* Indirect calculated on first $25K of each subcontract

Table 3-1: Project-Level Budget Summary Table: Evidence for (F)(1)

Project Name: Project 2: Community Connections

Primary Associated Criterion and Location in Application: Section X Competitive Preference Priority, pages 138-157

Additional Associated Criteria (if any) and Location in Application: Section IX C(1) & C(2), pages 55-88, D(2) pages 97-101

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$157,645.61	$336,082.88	$406,103.46	$412,302.18	$1,312,134.13
2. Fringe Benefits	$32,824.15	$86,121.54	$108,253.72	$109,518.56	$336,717.96
3. Travel	$-	$-	$-	$-	$-
4. Equipment	$-	$-	$-	$-	$-
5. Supplies	$5,750.00	$10,200.00	$10,200.00	$14,650.00	$40,800.00
6. Contractual	$46,937.50	$191,800.00	$203,950.00	$291,925.00	$734,612.50
7. Training Stipends	$-	$-	$-	$-	$-
8. Other	$2,175.00	$6,900.00	$1,500.00	$1,725.00	$12,300.00
9. Total Direct Costs (lines 1-8)	**$245,332.26**	**$631,104.42**	**$730,007.18**	**$830,120.74**	**$2,436,564.60**
10. Indirect Costs*	$9,690.62	$26,472.97	$35,040.34	$39,845.80	$111,049.74
11. Total Grant Funds Requested (lines 9-10)	**$255,022.88**	**$657,577.39**	**$765,047.53**	**$869,966.54**	**$2,547,614.33**
12. Funds from other sources used to support the project	$373,333.33	$576,950.00	$776,639.00	$1,397,186.12	$3,124,108.45
13. Total Budget (lines 11-12)	**$628,356.21**	**$1,234,527.39**	**$1,541,686.53**	**$2,267,152.66**	**$5,671,722.79**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

The Community Connections Project strengthens our supports to students and families to increase the personalization of learning and enhance educational equity through the Union City Kids' Zone, Community Schools, and intensive parent engagement.

(a) All funds supporting this project are identified in section 12 "Funds from other sources supporting this project."

(b) This project includes funds to support the ramping up of our Full Service Community Schools effort at two high-need elementary schools, one high need middle schools. We are budgeting for two bilingual community liaisons, facilitation training for the liaisons, parents and youth; extra support for our 21st Century Community Learning Centers, and parent education in managing problem behavior among children. We are also budgeting for Academic Parent Teacher Teams (APTT) which will replace traditional parent-teacher conferences and provide structured academic goal-setting opportunities for parents, students, and teachers.

We are budgeting sufficient funds to roll out APTT at three schools per year.

(c Each line item in the budget narrative is marked as a one-time investment or an ongoing cost. Many of our community supports will need to be sustained after the grant period. Our Kids' Zone Executive Director is already planning for the sustainability and expansion of existing and enhanced services.

Table 4-1: Project-Level Itemized Costs								
Cost Description	Cost Assumption	2013 Jan-Aug	2013 Sep-2014 Aug	2014 Sep-2015 Aug	2015 Sep-2016 Aug	2016-Sep-Dec	Total	One-time vs. Ongoing
		Planning Year 1	Project Year 1	Project Year 2	Project Year 3	Project Year 4		
1. Personnel:								
Certificated Personnel (Ex. Release Time, Substitute Costs, Stipends)								

Table 4-1: Project-Level Itemized Costs								
Cost Description	Cost Assumption	2013 Jan-Aug	2013 Sep-2014 Aug	2014 Sep-2015 Aug	2015 Sep-2016 Aug	2016-Sep-Dec	Total	One-time vs. Ongoing
		Planning Year 1	Project Year 1	Project Year 2	Project Year 3	Project Year 4		
Teacher leaders provide parent education sessions outside of school time focusing on use of Q Parent Connect, tablet computers, and educational resources available online	100 hours x $33.58/hour, increasing to $35 in Y4 (2 sessions with 2 educators x twice per year, three per year at Logan)		$3,358	$3,400	$3,450		$10,208	One-Time
Starting in Year 1, the district will implement structured Academic Parent Teacher Team (APTT) meetings as a means of personalizing education and engaging parents meaningfully in goal-setting and planning with their students. Substitute time for teacher orientation and action planning:	3 schools per year; 3 teachers + 2 classified staff x $65; for a half-day substitute teacher. 15 half-day subs per year at $65each., increasing to $78/day in Y2 and Y3 Decreases to 13 days of planning Y4		$975	$1,170	$1,170	$1,040	$4,355	One-Time
APTT - substitute for initial teacher training as described above.	$130 daily rate x 75 substitute		9,750	11,700	15,600	7,800	$44,850	One-Time
APTT - teacher time for team and parent meetings outside of school hours. Each teacher meets with parents for approximately 40 minutes per year.	24 hours per teacher per year x $33.58/hour increasing to $35 in Y4		82,204	83,232	84,456	21,420	$271,312	Ongoing

Table 4-1: Project-Level Itemized Costs								
Cost Description	Cost Assumption	2013 Jan-Aug	2013 Sep-2014 Aug	2014 Sep-2015 Aug	2015 Sep-2016 Aug	2016-Sep-Dec	Total	One-time vs. Ongoing
		Planning Year 1	Project Year 1	Project Year 2	Project Year 3	Project Year 4		
Teacher for Youth Development at Logan HS, Youth development teacher will work with classroom teachers to embed Youth Development principles into all elements of their instructional practice, and with school administration to enhance personalization of learning through increased youth voice.	$100,000 annual salary x 0.20 FTE x 1.02 COLA			20,000	20,400		$40,400	One-Time
Community School ramp up at Searles, Emanuele Elementary, and Cesar Chavez Middle: hourly teachers to serve as AcademicLiaisons at three schools targeted by Kids' Zone for additional supports. Teachers will provide additional academic support during out of school time in coordination with 21st Century Community Learning Centers.	360 hours per year (90 hours year 4): Two hourly teachers (one teacher Y1; two teachers Y2-4) @ $33.58/hr. (increasing to $35 Y4) x 1.02 COLA		12,089	24,480	24,840	6,300	$67,709	Ongoing
Parent education: additional sessions of Parent Project Senior, which gives parents the skills to cope with destructive and risky behaviors exhibited by their adolescent children.	Two hourly teachers x two 60 hour sessions x $33.58 per hour (increasing to $35 Y4).	8,059	8,160	8,280	8,400		$32,899	Ongoing

Table 4-1: Project-Level Itemized Costs								
Cost Description	Cost Assumption	2013 Jan-Aug	2013 Sep-2014 Aug	2014 Sep-2015 Aug	2015 Sep-2016 Aug	2016-Sep-Dec	Total	One-time vs. Ongoing
		Planning Year 1	Project Year 1	Project Year 2	Project Year 3	Project Year 4		
Kids Zone Director: Full time NHUSDeducator dedicated to promoting the Community Schools and neighborhood-based models of services and supports for families. Half annual salary funded by 21st Century Community Learning Centers in Years 1 and 2, by NHUSD general fund in Year 3 and beyond.	0.50 FTE x $142,000 annual salary x 1.02 COLA	53,250	71,000	72,420	73,868	18,467	$289,006	Ongoing, will match
Subtotal		**$61,309**	**$187,536**	**$224,682**	**$232,184**	**$55,027**	**$760,738**	
Classified Personnel (Ex. Administrative/Clerical Support)								
Two part time bi-lingual Community Liaisons to assist with community engagement in the Decoto Neighborhood through the Kids' Zone initiative.	$21.17 per hour x 1.02 COLA		45,250	46,155	47,078	12,005	$150,488	Ongoing, will match
Community School ramp up: two child development staff to expand pre-Kindergarten classes and work with children with social emotional difficulties entering kindergarten	$16.80/hour x 1.02 COLA	17,920	26,880	27,418	27,966	7,131	$107,315	Ongoing

Table 4-1: Project-Level Itemized Costs								
Cost Description	**Cost Assumption**	**2013 Jan-Aug**	**2013 Sep-2014 Aug**	**2014 Sep-2015 Aug**	**2015 Sep-2016 Aug**	**2016-Sep-Dec**	**Total**	**One-time vs. Ongoing**
		Planning Year 1	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**		
Program coordination and administrative support for Kids Zone : full time support person to assist in scheduling meetings, coordination of documents, communication, other clerical and administrative tasks.	1.00 FTE x $54,000 annual salary x 1.02 COLA: grant pays for 3 months of 2016-17 school year		54,000	55,080	56,182	14,326	$179,588	Ongoing
Youth Development Coordinator: works with District and Kids' Zone to ensure that youth development principles and practices are embedded in every activity of Kids' Zone community engagement and into school culture	0.50 FTE x $100,000 annual salary x 1.02 COLA; grant pays for 3 months of 2016-17 school year			50,000	51,000	13,005	$114,005	Ongoing
Subtotal		**$17,920**	**$126,130**	**$178,653**	**$182,226**	**$46,468**	**$551,396**	
2 Employee Benefits								
NHUSD employee benefit rates:							$0	
14.05% for Certificated		$8,614	$26,349	$31,568	$32,622	$7,731	$106,884	
25.02% for Classified		$4,484	$31,558	$44,699	$45,593	$11,626	$137,959	
Cash in Lieu Benefits for Classified Salaried Employees	*Number of FTEs x $21,000 cash in lieu benefit*		$21,000	$31,500	$31,500	$7,875	$91,875	
Subtotal		**$13,098**	**$78,906**	**$107,767**	**$109,715**	**$27,232**	**$336,718**	
3.Travel								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	

Table 4-1: Project-Level Itemized Costs								
Cost Description	Cost Assumption	2013 Jan-Aug	2013 Sep-2014 Aug	2014 Sep-2015 Aug	2015 Sep-2016 Aug	2016-Sep-Dec	Total	One-time vs. Ongoing
		Planning Year 1	Project Year 1	Project Year 2	Project Year 3	Project Year 4		
4. Equipment								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
5. Supplies								
Books and supplies for family resource center in underserved Decoto neighborhood. - college planning, income tax assistance, citizenship help, social services, parent workshops.	$1000/year for 4 years		$1,000	$1,000	$1,000	$1,000	$4,000	One-Time
Parent Project Senior (in Spanish) Materials for parent workshop series for working with youths' destructive behaviors.	$40 per family x 40 families x 2 sessions	$3,200	$3,200	$3,200	$3,200		$12,800	Ongoing
Materials and supplies to support 21st CCLC programs - current budgets are too tight to allow for adequate supplies for arts, physical education, science in afterschool	$2,000 for supplemental supplies for each of 3 sites per year for 4 years		$6,000	$6,000	$6,000	$6,000	$24,000	Ongoing
Subtotal		**$3,200**	**$10,200**	**$10,200**	**$10,200**	**$7,000**	**$40,800**	
6. Contractual								
2 Fremont Family Resource Center social work interns for clinical supervision by FRC.	2 @ $6,000 each		12,000	12,000	12,000	12,000	$48,000	Ongoing

Table 4-1: Project-Level Itemized Costs								
Cost Description	Cost Assumption	2013 Jan-Aug	2013 Sep-2014 Aug	2014 Sep-2015 Aug	2015 Sep-2016 Aug	2016-Sep-Dec	Total	One-time vs. Ongoing
		Planning Year 1	Project Year 1	Project Year 2	Project Year 3	Project Year 4		
SparkPoint contract with Fremont FRC (see Nancy's budget for details) for benefits eligibility, financial literacy, college budgeting/saving, planning/goal setting, savings matching, tax help -	SparkPoint Coordinator and SparkPoint Coach, each at 0.50FTE + benefits = $66,473; Operating expenses including telephone, advertising, credit reports, computer and IT support, office supplies, printing, and indirect costs = $20,178		86,650	86,650	86,650	21,663	$281,613	Ongoing
Contract with WestEd for training and on-going coaching for teachers in preparing for, conducting, and following up on structured Academic Parent Teacher Team (APTT) meetings in three schools per year	$43,200 per school for 3 schools initial year; 4 days of coaching for Y1 schools in Y2 @ $10,800 per site.		89,100	105,300	105,300	105,300	$405,000	One-Time
Subtotal		**$0**	**$187,750**	**$203,950**	**$203,950**	**$138,963**	**$734,613**	
7. Training Stipends								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
8. Other								

Table 4-1: Project-Level Itemized Costs								
Cost Description	**Cost Assumption**	**2013 Jan-Aug**	**2013 Sep-2014 Aug**	**2014 Sep-2015 Aug**	**2015 Sep-2016 Aug**	**2016-Sep-Dec**	**Total**	**One-time vs. Ongoing**
		Planning Year 1	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**		
Technology of Participation training Year 1 plus follow up community meetings and forums for Kids' Zone. ToP training empowers community members, staff, and youth to effectively grow community engagement.	Training for 12 people @ $600 per person; plus hosting community forums and meetings 5 times per year @ $300 per event.		8,700	1,500	1,500	600	$12,300	One-Time and Ongoing
Subtotal		**$0**	**$8,700**	**$1,500**	**$1,500**	**$600**	**$12,300**	
9. Total Direct Costs		**$95,527**	**$599,222**	**$726,751**	**$739,775**	**$275,290**	**$2,436,565**	
10. Total Indirect Costs								
CDE-approved indirect rates: (Capitalized Equipment is not subject to indirect)								
3.95 % 2012-13		$3,773	$23,669				$27,443	
4.80 % 2013-14				$34,884	$35,509	$13,214	$83,607	
Subtotal		**$3,773**	**$23,669**	**$34,884**	**$35,509**	**$13,214**	**$111,050**	
11. Total Grant Funds Requested		**$99,300**	**$622,891**	**$761,635**	**$775,284**	**$288,504**	**$2,547,614**	
12. Funds from other sources used to support the project								
Kids Zone Director. Match from other grant funds throughout.		$93,333	$140,000	$142,800	$145,656	$148,569	$670,358	Ongoing
21st Century funds at 3 schools			$380,000	$380,000	$380,000	$95,000	$1,235,000	Ongoing
Partner in-kind contributions		$150,000		$225,000	$337,500	$506,250	$1,218,750	Ongoing
13. Total Budget		**$342,633**	**$1,142,891**	**$1,509,435**	**$1,638,440**	**$1,038,323**	**$5,671,723**	

Table 3-1: Project-Level Budget Summary Table: Evidence for (F)(1)

Project Name: Project 3: Teacher, Principal Evaluation

Primary Associated Criterion and Location in Application: Section IX D(2), pages 98-100

Additional Associated Criteria (if any) and Location in Application: Section IX B(2) , page 46, C(2) page 85

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$4,750.00	$42,500.00	$109,250.00	$98,000.00	$254,500.00
2. Fringe Benefits	$667.38	$5,971.25	$15,349.63	$13,769.00	$35,757.25
3. Travel	$-	$-	$-	$-	$-
4. Equipment	$-	$-	$-	$-	$-
5. Supplies	$-	$750.00	$2,250.00	$-	$3,000.00
6. Contractual	$-	$2,500.00	$7,500.00	$-	$10,000.00
7. Training Stipends	$-	$-	$-	$-	$-
8. Other	$-	$-	$-	$-	$-
9. Total Direct Costs (lines 1-8)	**$5,417.38**	**$51,721.25**	**$134,349.63**	**$111,769.00**	**$303,257.25**
10. Indirect Costs*	$213.99	$2,344.48	$6,448.78	$5,364.91	$14,372.16
11. Total Grant Funds Requested (lines 9-10)	**$5,631.36**	**$54,065.73**	**$140,798.41**	**$117,133.91**	**$317,629.41**
12. Funds from other sources used to support the project	$451,241.81	$811,883.72	$2,754,087.61	$3,110,871.55	$7,128,084.69
13. Total Budget (lines 11-12)	**$456,873.18**	**$865,949.45**	**$2,894,886.02**	**$3,228,005.46**	**$7,445,714.10**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

The Teacher Principal Evaluation project focuses resources on developing a district wide rubric for determining which teachers are effective and highly effective, based on multiple measures including student growth. This effort is already underway, **with the participation and support of the New Haven Teachers' Association,** the collective bargaining unit representing our teachers.

(a) All funds supporting this project are identified in section 12 "Funds from other sources supporting this project."

(b) This project invests in staff time to develop, test, analyze, improve, and implement a new teacher and principal evaluation system based on our educational reforms and the imminent implementation of CCSS in California in 2014. We are also budgeting for teacher-leader coaches who will follow up with teachers during class time and during Instructional Leadership Team meetings around teacher evaluation.

(c) Because we are investing in a one-time restructuring of our evaluation system for teachers and principals, most of our costs are one-time investments during the grant period or is already underway. Each line item in the budget narrative is marked as a one-time investment or an ongoing cost.

Table 4-1: Project-Level Itemized Costs

Cost Description	Cost Assumption	2013 Jan-Aug	2013 Sep-2014 Aug	2014 Sep-2015 Aug	2015 Sep-2016 Aug	2016-Sep-Dec	Total	One-time vs. Ongoing
		Planning Year 1	Project Year 1	Project Year 2	Project Year 3	Project Year 4		
1. Personnel:								
Certificated Personnel (Ex. Release Time, Substitute Costs, Stipends)								
Substitute pay for Teacher/ Principal Evaluation Task Force meetings when school is in session. Task force needs time to evaluate piloted models of evaluation, develop consistent rubric, develop teacher surveys, analyze data,	12 participants X 5 meetings @130/Substitute		$7,800				$7,800	One-Time

Table 4-1: Project-Level Itemized Costs								
Cost Description	Cost Assumption	2013 Jan-Aug	2013 Sep-2014 Aug	2014 Sep-2015 Aug	2015 Sep-2016 Aug	2016-Sep-Dec	Total	One-time vs. Ongoing
		Planning Year 1	Project Year 1	Project Year 2	Project Year 3	Project Year 4		
implement improvements								
Professional Sharing from ETF evaluation pilot action research - $1000 for subscription-based materials dealing with teacher evaluation implementation research	1-time subscription fee		$1,000				$1,000	One-Time
Half day substitute for classroom study visits to observe and pilot draft assessment rubrics	5 study visits X 6 participants X $140/day implementations		$4,200				$4,200	One-Time
Stipends for afterschool and summer work for members of Teacher Principal Evaluation Task Force	12 participants X 5 days X $100/day		$6,000				$6,000	One-Time
Stipend for teacher facilitated PD around evaluation/assessment: Starting in the fall of 2014, the new teacher evaluation system will be launched district wide. Five teachers will be stipended at $3,000 each to provide professional development to their colleagues during the implementation year, attending Instructional Leadership Team meetings at each school site and providing feedback on implementation.	$3,000 x 5 teachers			$15,000			$15,000	One-Time

Table 4-1: Project-Level Itemized Costs								
Cost Description	**Cost Assumption**	**2013 Jan-Aug**	**2013 Sep-2014 Aug**	**2014 Sep-2015 Aug**	**2015 Sep-2016 Aug**	**2016-Sep-Dec**	**Total**	**One-time vs. Ongoing**
		Planning Year 1	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**		
Stipends for 14 teachers for T/P Evaluation coaching - teachers will be stipended at 10% of their annual salary to provide additional coaching to their peers around implementation of Teacher evaluation.	14 teachers x 0.10 FTE of $70,000 annual salary			$98,000	$98,000	$24,500	$220,500	One-Time
Subtotal		**$0**	**$19,000**	**$113,000**	**$98,000**	**$24,500**	**$254,500**	
Classified Personnel (Ex. Administrative/Clerical Support)								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
2. Employee Benefits								
NHUSD employee benefit rates:								
14.05% for Certificated		$0	$2,670	$15,877	$13,769	$3,442	$35,757	One-Time
25.02% for Classified		$0	$0	$0	$0	$0	$0	
Cash in Lieu Benefits ($21K/FTE)								
Subtotal		**$ -**	**$ 2,670**	**$15,877**	**$13,769**	**$ 3,442**	**$35,757**	
3.Travel								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
4. Equipment								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
5. Supplies								
Development and printing of materials supporting Teacher-Principal evaluation system	$3,000in School Year 2014-15 for graphic design and printing			$3,000			$3,000	One-Time
Subtotal		**$0**	**$0**	**$3,000**	**$0**	**$0**	**$3,000**	

Table 4-1: Project-Level Itemized Costs								
Cost Description	Cost Assumption	2013 Jan-Aug	2013 Sep-2014 Aug	2014 Sep-2015 Aug	2015 Sep-2016 Aug	2016-Sep-Dec	Total	One-time vs. Ongoing
		Planning Year 1	Project Year 1	Project Year 2	Project Year 3	Project Year 4		
6. Contractual								
Contract - professional development provider specializing in supporting the implementation of teacher evaluation systems that are linked to student growth.	$2,000/day x 5 days during implementation year of new evaluation system			$10,000			$10,000	One-Time
Subtotal		**$0**	**$0**	**$10,000**	**$0**	**$0**	**$10,000**	
7. Training Stipends								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
8. Other								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
9. Total Direct Costs		**$0**	**$21,670**	**$141,877**	**$111,769**	**$27,942**	**$303,257**	
10. Total Indirect Costs								
CDE-approved indirect rates: (Capitalized Equipment is not subject to indirect)								
3.95 % 2012-13		$0	$856				$856	
4.80 % 2013-14				$6,810	$5,365	$1,341	$13,516	
Subtotal		**$0**	**$856**	**$6,810**	**$5,365**	**$1,341**	**$14,372**	
11. Total Grant Funds Requested		**$0**	**$22,525**	**$148,687**	**$117,134**	**$29,283**	**$317,629**	
12. Funds from other sources used to support the project								
Administrator salaries for planning and implementation		$101,388	$103,416	$101,388	$77,562	$39,556	**$423,310**	One-Time
Teacher salaries additional for implementation		$279,000		$2,790,000	$2,092,500	$1,395,000	**$6,556,500**	One-Time

Table 4-1: Project-Level Itemized Costs								
Cost Description	**Cost Assumption**	**2013 Jan-Aug**	**2013 Sep-2014 Aug**	**2014 Sep-2015 Aug**	**2015 Sep-2016 Aug**	**2016-Sep-Dec**	**Total**	**One-time vs. Ongoing**
		Planning Year 1	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**		
Principal salaries, additional for implementation		$45,000		$45,900	$34,425	$22,950	**$148,275**	One-Time
13. Total Budget		**$425,388**	**$125,941**	**$3,085,974**	**$2,321,621**	**$1,486,790**	**$7,445,714**	

Table 3-1: Project-Level Budget Summary Table: Evidence for (F)(1)

Project Name: Project 4: Technology and Personalization

Primary Associated Criterion and Location in Application: Section IX C(2) pages 80-86

Additional Associated Criteria (if any) and Location in Application: Section IX A(3) page 27-28, D(2), pages 99-100

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$413,005.33	$608,412.00	$714,140.10	$674,280.70	$2,409,838.13
2. Fringe Benefits	$111,611.00	$158,715.19	$210,682.75	$183,501.71	$664,510.65
3. Travel	$-	$-	$-	$-	$-
4. Equipment	$-	$-	$-	$-	$-
5. Supplies	$1,768,375.00	$1,861,575.00	$939,150.00	$-	$4,569,100.00
6. Contractual	$31,250.00	$125,000.00	$171,875.00	$546,875.00	$875,000.00
7. Training Stipends	$-	$-	$-	$-	$-
8. Other	$-	$-	$-	$-	$-
9. Total Direct Costs (lines 1-8)	**$2,324,241.33**	**$2,753,702.19**	**$2,035,847.85**	**$1,404,657.41**	**$8,518,448.78**
10. Indirect Costs*	$91,807.53	$113,717.59	$97,720.70	$67,423.56	$370,669.38
11. Total Grant Funds Requested (lines 9-10)	**$2,416,048.87**	**$2,867,419.78**	**$2,133,568.55**	**$1,472,080.97**	**$8,889,118.16**
12. Funds from other sources used to support the project	$74,290.83	$228,263.48	$298,247.72	$535,777.55	$1,136,579.57
13. Total Budget (lines 11-12)	**$2,490,339.70**	**$3,095,683.26**	**$2,431,816.27**	**$2,007,858.51**	**$10,025,697.73**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Technology for Personalization of Learning: In order to equip our educators and students with a critical mass of 21st Century learning tools, we are investing heavily in funding our technology plan, approved by our Board of Education in 2011 but de-funded then due to California's ongoing budget crisis.

(a) All funds supporting this project are identified in section 12 "Funds from other sources supporting this project."

(b) This project is the second largest investment we are making through RTT-D and includes funds to support professional development time and compensate participating teachers fairly during out of school time, minimizing the use of substitutes and the necessity to pull teachers out of class. We are also budgeting for coaches who will follow up with teachers during class time and during Instructional Leadership Team meetings, working with teachers to use technology effectively in the classroom. We are also budgeting sufficient funds to provide professional development for **all** teachers, comprehensively transforming the instructional environment from teaching centered to student-centered. We plan to roll out tablet computing devices at a 1:1 ratio for grades 7-12 and a 2:1 ratio in the elementary grades. All teachers will be equipped with laptops and tablets, as well as training and support in locating and using Open Educational Resources. The District is also exploring budgeting for e-textbooks rather than paper starting in 2014.

(c) Because we are investing in one-time purchases of technology and in training and support for its roll-out, most of our costs are one-time investments during the grant period. We are planning to increase our ongoing staffing in the IT department to support technology. We are also planning to issue a bond in 2015 to fund new cycles of technology as devices become obsolete. Each line item in the budget narrative is marked as a one-time investment or an ongoing cost.

Table 4-1: Project-Level Itemized Costs

Cost Description	Cost Assumption	2013 Jan-Aug	2013 Sep-2014 Aug	2014 Sep-2015 Aug	2015 Sep-2016 Aug	2016-Sep-Dec	Total	One-time vs. Ongoing
		Planning Year 1	Project Year 1	Project Year 2	Project Year 3	Project Year 4		
1. Personnel:								
Certificated Personnel (Ex. Release Time, Substitute Costs, Stipends)								

Table 4-1: Project-Level Itemized Costs								
Cost Description	Cost Assumption	2013 Jan-Aug	2013 Sep-2014 Aug	2014 Sep-2015 Aug	2015 Sep-2016 Aug	2016-Sep-Dec	Total	One-time vs. Ongoing
		Planning Year 1	Project Year 1	Project Year 2	Project Year 3	Project Year 4		
Program Specialist - Technology Trainer. Trains teachers in deploying technology effectively for classroom instruction and data analysis	1.00 FTE x $88,000 annual salary x 1.02 COLA	$58,666.67	$88,000	$89,760	$91,555	$22,889		One-Time
Software Systems Developer (DD, NWEA, Assessment Focused): creates interfaces among data systems	1.00 FTE x $88,000 annual salary x 1.02 COLA	$58,667	$88,000	$89,760	$91,555	$22,889		Ongoing
Teacher Training NWEA/DD/Common Formative Assessments : teacher hourly time to attend data use and assessment training	20hrs/teacher/year for 200 teachers (100 teachers in Y4) at $33.58 hour, increasing to $35/hour in Y4		$134,320	$136,000	$138,000	$70,000		One-Time
Teacher Release - Technology Training: hourly teacher time to attend technology training during out of school time.	16hrs/teacher/year x 200 teachers x $33.58/hour, increasing to $34.50/hour in Y3	$53,728	$107,456	$108,800	$110,400			One-Time
Subtotal		**$171,061**	**$417,776**	**$424,320**	**$431,510**	**$115,778**	**$1,560,445**	
Classified Personnel (Ex. Administrative/Clerical Support)								
Data Analyst (Assessment) - 1 FTE to manage data analysis for student assessment	1.00 FTE x $75,000 annual salary x 1.02 COLA	$50,000	$75,000	$76,500	$78,030	$19,508	$299,038	Ongoing

Table 4-1: Project-Level Itemized Costs								
Cost Description	**Cost Assumption**	**2013 Jan-Aug**	**2013 Sep-2014 Aug**	**2014 Sep-2015 Aug**	**2015 Sep-2016 Aug**	**2016-Sep-Dec**	**Total**	**One-time vs. Ongoing**
		Planning Year 1	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**		
Student Device Support Technicians - flexing number of FTEs to support the roll out of student computing devices.	1.00 FTE in planning period and Y1, 3.00 FTE in Y2, 2.00 FTE in Y3 x $75,000 annual salary x 1.02 CoLA	$50,000	$75,000	$229,500	$156,060	$39,795	$550,355	Ongoing
Subtotal		**$100,000**	**$150,000**	**$306,000**	**$234,090**	**$59,303**	**$849,393**	
2. Employee Benefits								
NHUSD employee benefit rates:							$0	
14.05% for Certificated		$24,034	$58,698	$59,617	$60,627	$16,267	$219,243	
25.02% for Classified		$25,020	$37,530	$76,561	$58,569	$14,838	$212,518	
Cash in Lieu Benefits for Classified Salaried Employees	*Number of FTEs x $21,000 cash in lieu benefit*	$28,000	$42,000	$84,000	$63,000	$15,750	$232,750	
Subtotal		**$77,054**	**$138,228**	**$220,178**	**$182,197**	**$46,854**	**$664,511**	
3.Travel								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
4. Equipment								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
5. Supplies								

Table 4-1: Project-Level Itemized Costs								
Cost Description	**Cost Assumption**	**2013 Jan-Aug**	**2013 Sep-2014 Aug**	**2014 Sep-2015 Aug**	**2015 Sep-2016 Aug**	**2016-Sep-Dec**	**Total**	**One-time vs. Ongoing**
		Planning Year 1	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**		
Teacher/ Administrator Laptop and tablet computers: all teachers and administrators in District receive laptop and tablet computer to support the use of 21st century learning tools in the classroom; enhanced collaboration.	650 administrators and teachers each receive a laptop at $900 each and a tablet at $300 each		$812,500				$812,500	One-Time
Student Portable Devices & Carts - tablet computers at a 1:1 ratio for 7,000 middle and high school students to support use of 21st century learning tools in classroom and at home at a 2:1 ratio for elementary students for classroom use, plus storage carts	7,000 middle and high school students each receive tablet computers at $320 each; 6,000 tablets for elementary school students at $320 each, plus $40 x 3000 for storage- rolled out over summer of Planning period through school year 2014-15	$1,252,200	$1,252,200	$1,252,200			$3,756,600	One-Time
Subtotal		**$1,252,200**	**$2,064,700**	**$1,252,200**	**$0**	**$0**	**$4,569,100**	
6. Contractual								
Assessment System with Item Bank (DataDirector or equivalent) for rapid-time feedback on student progress allowing for increased personalization of learning	$10/student/year x 12,500 students		$125,000	$125,000	$125,000	$125,000	$500,000	Ongoing

Table 4-1: Project-Level Itemized Costs								
Cost Description	**Cost Assumption**	**2013 Jan-Aug**	**2013 Sep-2014 Aug**	**2014 Sep-2015 Aug**	**2015 Sep-2016 Aug**	**2016-Sep-Dec**	**Total**	**One-time vs. Ongoing**
		Planning Year 1	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**		
District Benchmark/Growth Measurement Tool (NWEA, Smarter Balanced)	$15/student/year x 12,500 students				$187,500	$187,500	$375,000	Ongoing
Subtotal		**$0**	**$125,000**	**$125,000**	**$312,500**	**$312,500**	**$875,000**	
7. Training Stipends								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
8. Other								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
9. Total Direct Costs		**$1,600,315**	**$2,895,704**	**$2,327,698**	**$1,160,297**	**$534,435**	**$8,518,449**	
10. Total Indirect Costs								
CDE-approved indirect rates: (Capitalized Equipment is not subject to indirect)								
3.95 % 2012-13		$63,212	$114,380				$177,593	
4.80 % 2013-14				$111,730	$55,694	$25,653	$193,077	
Subtotal		**$63,212**	**$114,380**	**$111,730**	**$55,694**	**$25,653**	**$370,669**	
11. Total Grant Funds Requested		**$1,663,528**	**$3,010,084**	**$2,439,428**	**$1,215,991**	**$560,088**	**$8,889,118**	
12. Funds from other sources used to support the project								
Director of Technology salary		$22,933	$34,400	$35,088	$35,790	$36,506	**$164,717**	Ongoing
Additional technicians to support student devices		$0	$171,030	$261,676	$266,909	$272,248	**$971,863**	Ongoing
13. Total Budget		**$1,686,461**	**$3,215,514**	**$2,736,192**	**$1,518,690**	**$868,841**	**$10,025,698**	

Table 3-1: Project-Level Budget Summary Table: Evidence for (F)(1)

Project Name: Project 5: Grading and Assessment

Primary Associated Criterion and Location in Application: Section IX D(2) pages 88-90

Additional Associated Criteria (if any) and Location in Application: Section IX B(3) pages 43-47

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$49,275.00	$82,475.00	$109,250.00	$98,000.00	$339,000.00
2. Fringe Benefits	$6,923.14	$11,587.74	$15,349.63	$13,769.00	$47,629.50
3. Travel	$-	$-	$-	$-	$-
4. Equipment	$-	$-	$-	$-	$-
5. Supplies	$125.00	$1,125.00	$2,250.00	$-	$3,500.00
6. Contractual	$-	$2,500.00	$7,500.00	$-	$10,000.00
7. Training Stipends	$-	$-	$-	$-	$-
8. Other	$-	$-	$-	$-	$-
9. Total Direct Costs (lines 1-8)	**$56,323.14**	**$97,687.74**	**$134,349.63**	**$111,769.00**	**$400,129.50**
10. Indirect Costs*	$2,224.76	$4,160.15	$6,448.78	$5,364.91	$18,198.61
11. Total Grant Funds Requested (lines 9-10)	**$58,547.90**	**$101,847.89**	**$140,798.41**	**$117,133.91**	**$418,328.11**
12. Funds from other sources used to support the project	$451,241.81	$811,883.72	$2,754,087.61	$3,110,871.55	$7,128,084.69
13. Total Budget (lines 11-12)	**$509,789.72**	**$913,731.61**	**$2,894,886.02**	**$3,228,005.46**	**$7,546,412.80**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Grading and Assessment Project: The District is already in the process of restructuring how grading and assessment take place, both in preparation for CCSS implementation, and as a result of our drive toward educational equity throughout our District. This project invests additional resources in this effort.

(a) All funds supporting this project are identified in section 12 "Funds from other sources supporting this project."

(b) This project invests in staff time to develop, test, analyze, improve, and implement a grading and assessment system based on our educational reforms and the imminent implementation of CCSS in California in 2014. We are also budgeting for teacher-leader coaches who will follow up with teachers during class time and during Instructional Leadership Team meetings around grading and data-driven assessment

(c) Because we are investing in a one-time restructuring of our grading and assessment system, most of our costs are one-time investments during the grant period or is already underway. Each line item in the budget narrative is marked as a one-time investment or an ongoing cost.

Table 4-1: Project-Level Itemized Costs

Cost Description	Cost Assumption	2013 Jan-Aug	2013 Sep-2014 Aug	2014 Sep-2015 Aug	2015 Sep-2016 Aug	2016-Sep-Dec	Total	One-time vs. Ongoing
		Planning Year 1	Project Year 1	Project Year 2	Project Year 3	Project Year 4		
1. Personnel:								
Certificated Personnel (Ex. Release Time, Substitute Costs, Stipends)								
Substitute pay for 12 participants for 5 Grading and Assessment Task Force meetings to compare research, develop and pilot models, gather and analyze feedback, improve models, roll out implementations	60 substitute days @$130/day each over Planning Period and 2013-14	$31,200	$62,400				$93,600	One-Time

Table 4-1: Project-Level Itemized Costs								
Cost Description	Cost Assumption	2013 Jan-Aug	2013 Sep-2014 Aug	2014 Sep-2015 Aug	2015 Sep-2016 Aug	2016-Sep-Dec	Total	One-time vs. Ongoing
		Planning Year 1	Project Year 1	Project Year 2	Project Year 3	Project Year 4		
Stipends for 14 teachers for assessment coaching - Stipend for teacher facilitated PD around assessment. Starting in the fall of 2014, the new student assessment system will be launched districtwide. Five teachers will be stipended at $3,000 each to provide professional development to their colleagues during the implementation year, attending Instructional Leadership Team meetings at each school site and providing feedback on implementation.	14 teachers x 0.10 FTE of $70,000 annual salary			$98,000	$98,000	$24,500	$220,500	One-Time
Half day substitute for classroom study visits of grading assessment implementation by the Grading/Assessment Task force	5 study visits X 6 participants = 30 substitute days @ $130/sub/day		$3,900				$3,900	One-Time
Stipends for after school and summer work by members of the Grading and Assessment Task Force	12 participants X 5 days X $100/day		$6,000				$6,000	One-Time

Table 4-1: Project-Level Itemized Costs								
Cost Description	**Cost Assumption**	**2013 Jan-Aug**	**2013 Sep-2014 Aug**	**2014 Sep-2015 Aug**	**2015 Sep-2016 Aug**	**2016-Sep-Dec**	**Total**	**One-time vs. Ongoing**
		Planning Year 1	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**		
Stipends for teacher facilitated PD: Starting in the fall of 2014, the new teacher evaluation system will be launched districtwide. Five teachers will be stipended at $3,000 each to provide professional development to their colleagues during the implementation year, attending Instructional Leadership Team meetings at each school site and providing feedback on implementation.	5 teachers @ $3,000 each			$15,000			$15,000	One-Time
Subtotal		**$31,200**	**$72,300**	**$113,000**	**$98,000**	**$24,500**	**$339,000**	
Classified Personnel (Ex. Administrative/Clerical Support)								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
2. Employee Benefits								
NHUSD employee benefit rates:							$0	
14.05% for Certificated		$4,384	$10,158	$15,877	$13,769	$3,442	$47,630	One-Time
25.02% for Classified		$0	$0	$0	$0	$0	$0	
Cash in Lieu Benefits ($21K/FTE)								
Subtotal		**$ 4,384**	**$10,158**	**$15,877**	**$13,769**	**$ 3,442**	**$47,630**	
3.Travel								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
4. Equipment								

Table 4-1: Project-Level Itemized Costs								
Cost Description	**Cost Assumption**	**2013 Jan-Aug**	**2013 Sep-2014 Aug**	**2014 Sep-2015 Aug**	**2015 Sep-2016 Aug**	**2016-Sep-Dec**	**Total**	**One-time vs. Ongoing**
		Planning Year 1	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**		
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
5. Supplies								
Development and printing of materials and resources related to new student assessments and grading	$3000 in School Year 2014-15 in graphic design and printing costs			$3,000			$3,000	One-Time
Professional Sharing from Knowledge Delivery Systems Incorporated (KDSI) - one time purchase fees for articles.	$500 for article purchase		$500				$500	One-Time
Subtotal		**$0**	**$500**	**$3,000**	**$0**	**$0**	**$3,500**	
6. Contractual								
Professional development provider specializing in the implementation of Common Core State Standards assessments. 5 days' worth of time for PD with ILTs, Targeted Leadership groups, and on-site observations	$2,000/day for 5 days			$10,000			$10,000	One-Time
Subtotal		**$0**	**$0**	**$10,000**	**$0**	**$0**	**$10,000**	
7. Training Stipends								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
8. Other								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	

Table 4-1: Project-Level Itemized Costs								
Cost Description	**Cost Assumption**	**2013 Jan-Aug**	**2013 Sep-2014 Aug**	**2014 Sep-2015 Aug**	**2015 Sep-2016 Aug**	**2016-Sep-Dec**	**Total**	**One-time vs. Ongoing**
		Planning Year 1	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**		
9. Total Direct Costs		**$35,584**	**$82,958**	**$141,877**	**$111,769**	**$27,942**	**$400,130**	
10. Total Indirect Costs								
CDE-approved indirect rates: (Capitalized Equipment is not subject to indirect)								
3.95 % 2012-13		$1,406	$3,277				$4,682	
4.80 % 2013-14				$6,810	$5,365	$1,341	$13,516	
Subtotal		**$1,406**	**$3,277**	**$6,810**	**$5,365**	**$1,341**	**$18,199**	
11. Total Grant Funds Requested		**$36,989**	**$86,235**	**$148,687**	**$117,134**	**$29,283**	**$418,328**	
12. Funds from other sources used to support the project								
Administrator salaries for planning and implementation		$101,388	$103,416	$101,388	$77,562	$39,556	$423,310	Ongoing for implementation
Teacher salaries additional for implementation		$279,000		$2,790,000	$2,092,500	$1,395,000	$6,556,500	Ongoing for implementation
Principal salaries, additional for implementation		$45,000		$45,900	$34,425	$22,950	$148,275	Ongoing for implementation
13. Total Budget		**$462,377**	**$189,651**	**$3,085,974**	**$2,321,621**	**$1,486,790**	**$7,546,413**	

Table 3-1: Project-Level Budget Summary Table: Evidence for (F)(1)

Project Name: Project 6: College & Career Readiness for All

Primary Associated Criterion and Location in Application: Section IX C(1-2), pages 56-87

Additional Associated Criteria (if any) and Location in Application: Section IX D(1) page 96

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$127,264.80	$481,759.40	$539,474.00	$534,672.23	$1,683,170.43
2. Fringe Benefits	$28,384.58	$115,760.15	$142,146.88	$142,118.78	$428,410.39
3. Travel	$-	$-	$-	$-	$-
4. Equipment	$-	$-	$-	$-	$-
5. Supplies	$6,247.50	$19,367.50	$3,052.50	$6,032.50	$34,700.00
6. Contractual	$22,625.00	$78,000.00	$38,000.00	$53,375.00	$192,000.00
7. Training Stipends	$-	$-	$-	$-	$-
8. Other	$625.00	$1,875.00	$625.00	$1,875.00	$5,000.00
9. Total Direct Costs (lines 1-8)	**$185,146.88**	**$696,762.05**	**$723,298.38**	**$738,073.51**	**$2,343,280.82**
10. Indirect Costs*	$7,313.30	$29,072.33	$34,718.32	$35,427.53	$106,531.48
11. Total Grant Funds Requested (lines 9-10)	**$192,460.18**	**$725,834.37**	**$758,016.71**	**$773,501.04**	**$2,449,812.30**
12. Funds from other sources used to support the project	$0.00	$0.00	$0.00	$281,448.92	$281,448.92
13. Total Budget (lines 11-12)	**$192,460.18**	**$725,834.37**	**$758,016.71**	**$1,054,949.96**	**$2,731,261.22**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Our college and career readiness strategy includes all our other strategies, including the focus on critical literacy across the curriculum, revamping math instruction (as described in Project 1). We are also putting together a menu of supports and resources to ensure that all students have the support they need to graduate college- and career-ready.

(a) All funds supporting this project are identified in section 12 "Funds from other sources supporting this project."

(b) This project invests in additional credit recovery options, expanded access to Advanced Placement courses and support; college prep targeting Latino students; additional supports to our college-prep and leadership "school within a school" at James Logan High; college and career counseling and a new center for students at our alternative high school; and the creation of a new STEM academy.

(c) Each line item in the budget narrative is marked as a one-time investment or an ongoing cost. Ongoing costs will be folded into the NHUSD budget after the grant period when, if projections are borne out, California education budgets will be moving away from draconian cuts to education.

Table 4-1: Project-Level Itemized Costs

Cost Description	Cost Assumption	2013 Jan-Aug	2013 Sep-2014 Aug	2014 Sep-2015 Aug	2015 Sep-2016 Aug	2016-Sep-Dec	Total	One-time vs. Ongoing
		Planning Year 1	Project Year 1	Project Year 2	Project Year 3	Project Year 4		
1. Personnel:								
Certificated Personnel (Ex. Release Time, Substitute Costs, Stipends)								
Teachers for summer AP Bootcamp (10 days) -- Science, Math, ELA, Social Science:	$3,000 per teacher x 4 teachers per year	$12,000	$12,000	$12,000	$12,000		$48,000	One-Time

Table 4-1: Project-Level Itemized Costs								
Cost Description	Cost Assumption	2013 Jan-Aug	2013 Sep-2014 Aug	2014 Sep-2015 Aug	2015 Sep-2016 Aug	2016-Sep-Dec	Total	One-time vs. Ongoing
		Planning Year 1	Project Year 1	Project Year 2	Project Year 3	Project Year 4		
12 Curriculum leaders to support the school principal and provide leadership in the implementation, monitoring and evaluation of the school instructional program stipended	12 leaders x $3,000 each		$36,000	$36,000	$36,000	$36,000	$144,000	Ongoing
STEM coordinator to plan, coordinate and oversee components and activities	0.25 FTE x $60,000 annual salary x 1.02 COLA		$15,000	$15,300	$15,606	$3,980	$49,886	One-Time
STEM: Planning time for the STEM Coordinator and teachers to meet and develop the major components of the STEM academy, i.e.: CTE curriculum and Science course; recruitment process for students; other professional development activities as needed. In subsequent years, the team will continue meeting weekly for coordination. Declines in year 3 as STEM academy is in place	One Lead and 4 teachers X $33.58 hr., increasing to $35/hour in Y4) X 60 hrs. x 1.02 COLA		$8,059	$8,160	$2,070	$2,100	$20,389	One-Time
ICL Lead Teachers to write advisory, work with parents, coordinate Restorative Justice - declining in Y3 as RJ is fully implemented	0.40FTE x $100,000 x 1.02 COLA		$40,000	$40,800	$20,808	$5,306	$106,914	One-Time

Table 4-1: Project-Level Itemized Costs								
Cost Description	Cost Assumption	2013 Jan-Aug	2013 Sep-2014 Aug	2014 Sep-2015 Aug	2015 Sep-2016 Aug	2016-Sep-Dec	Total	One-time vs. Ongoing
		Planning Year 1	Project Year 1	Project Year 2	Project Year 3	Project Year 4		
Restorative Justice (RJ) at Logan HS: RJ is our positive, asset- and community-based approach to schoolwide discipline at Logan High. Initial pilots have shown strong results in keeping students positively engaged with the school community following a disruptive incident or involvement with Juvenile Justice. Connected to Alameda County Probation's Restorative Justice initiative for youth on probation. Coordinator tracks incidents, arranges for RJ circles, reports on results, works with youth 1 on 1.	0.75 FTE coordinator x $100,000 annual salary x 1.02 COLA		$75,000	$76,500	$78,030	$19,898	$249,428	Ongoing
Credit Recovery Options for Students: Addition of 0.40FTE at Logan to teach one period of Credit Recovery and research best research-based online models for students	0.40 FTE x $100,000 annual salary x 1.02 COLA		$40,000	$40,800	$41,616	$10,612	$133,028	Ongoing
AP (Logan) Increase from 1 Section to 2 Sections of AP support courses for students who need additional support in meeting the rigorous expectations of Advanced Placement coursework. 20% FTE certificated teacher.	0.20 FTE x $100,000 x 1.02 COLA for all four years		$20,000	$20,000	$20,000	$5,000	$65,000	Ongoing
Expansion of Puente Program by two classes: 40% FTE certificated teacher to lead an additional two sections of Puente, a rigorous college prep and mentorship program targeted to Latino students.	Teacher at 0.40 FTE x $100,000 annual salary x 1.02 COLA		$40,000	$40,800	$41,616	$10,612	$133,028	Ongoing

Table 4-1: Project-Level Itemized Costs								
Cost Description	**Cost Assumption**	**2013 Jan-Aug**	**2013 Sep-2014 Aug**	**2014 Sep-2015 Aug**	**2015 Sep-2016 Aug**	**2016-Sep-Dec**	**Total**	**One-time vs. Ongoing**
		Planning Year 1	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**		
Expansion of Puente Program by two classes: a 60% FTE certificated counselor to provide support and mentorship to all Puente programs	Counselor at 0.60 FTE x $100,000 annual salary x 1.02 COLA		$60,000	$61,200	$62,424	$15,918	$199,542	Ongoing
							$0	
Subtotal		**$12,000**	**$346,059**	**$351,560**	**$330,170**	**$109,426**	**$1,149,215**	
Classified Personnel (Ex. Administrative/Clerical Support)								
Intervention specialist - trained specialist in educational intervention for students in RTI. 1-time investment as teachers will incorporate targeted intervention under new personalized learning methodology	0.75 FTE x $100,000 annual salary x 1.02 COLA			$75,000	$76,500		$151,500	One-Time
College and Career Center additional staffing - .75 FTE for a college and career counselor to provide support, college and career counseling, and additional information targeting students who would be the first college students in their families	.75 FTE x $100,000 annual salary x 1.02 COLA		$75,000	$76,500	$78,030	$19,898	$249,428	Ongoing
Expand counselor at CCHS services from 0.60 FTE to 1 FTE	0.40FTE x $100,000 annual salary x 1.02 COLA		$40,000	$40,800	$41,616	$10,612	$133,028	Ongoing
Subtotal		**$0**	**$115,000**	**$192,300**	**$196,146**	**$30,510**	**$533,956**	
2. Employee Benefits								
NHUSD employee benefit rates:							$0	
14.05% for Certificated		$1,686	$48,621	$49,394	$46,389	$15,374	$161,465	
25.02% for Classified		$0	$28,773	$48,113	$49,076	$7,634	$133,596	

Table 4-1: Project-Level Itemized Costs								
Cost Description	**Cost Assumption**	**2013 Jan-Aug**	**2013 Sep-2014 Aug**	**2014 Sep-2015 Aug**	**2015 Sep-2016 Aug**	**2016-Sep-Dec**	**Total**	**One-time vs. Ongoing**
		Planning Year 1	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**		
Cash in Lieu Benefits for Classified Salaried Employees	*Number of FTEs x $21,000 cash in lieu benefit*		$29,400	$45,150	$45,150	$13,650	$133,350	
Subtotal		**$ 1,686**	**$106,794**	**$142,658**	**$140,615**	**$36,658**	**$428,410**	
3.Travel								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
4. Equipment								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
5. Supplies								
My Ten Year Plan Software for students at CCHS. This is a college and career planning guide. Initial Set Up, Annual Fee and Seat Licenses	$1500 annual fee per small school site.		$1,500	$1,500	$1,500	$1,500	$6,000	Ongoing
College and Career Center Materials and software: CCHS, our continuation school, has no College and Career center, so our students who are most in need of resources and support around their future have no access.	$2,000 for books and software in Y1, $1000 for software in years 2-4.		$2,000	$1,000	$1,000	$1,000	$5,000	Ongoing

Table 4-1: Project-Level Itemized Costs								
Cost Description	**Cost Assumption**	**2013 Jan-Aug**	**2013 Sep-2014 Aug**	**2014 Sep-2015 Aug**	**2015 Sep-2016 Aug**	**2016-Sep-Dec**	**Total**	**One-time vs. Ongoing**
		Planning Year 1	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**		
STEM Computer Lab Hardware: Four Intel® i5 or i7 processor or equivalent, 8 Gig DDR3 RAM with the ability to upgrade, 250 GIG + 7200 RPM Hard Drive minimum, PCI-eXpress 256 MB dedicated RAM or greater DirectX (Direct3D) Capable graphics card, Windows 7, 32 or 64 bit operating system + four robust duty cycle color printers, high resolution, network ready	$2,500 (incl. shipping and taxes) X 4 combo packages		$10,500				$10,500	One-Time
STEM Computer Lab software: AutoCAD and nLabView professional software for systems design	PLTW AutoCAD Inventor Professional Suite 2013 @ $2,320 and Lab View 25-seat term license @ $880		$3,200				$3,200	One-Time
Textbooks for STEM classes: PLTW High School Engineering Core Class and Lab Inventory	Digital Camera and card, drills, clamps, multimeters, tapes, storage organizers, etc. + Lab Quest Mini @ 7,790 in Y1. Purchase of PLTW Lab View in Year three for juniors who enrolled in the program in Y3 @ $2,210.		$7,790		$2,210		$10,000	One-Time
Subtotal		**$0**	**$24,990**	**$2,500**	**$4,710**	**$2,500**	**$34,700**	
6. Contractual								
AP (Logan) Open Access - Subsidize cost of AP test for students	$53/student		$20,000	$20,000	$20,000	$20,000	$80,000	Ongoing

Table 4-1: Project-Level Itemized Costs								
Cost Description	**Cost Assumption**	**2013 Jan-Aug**	**2013 Sep-2014 Aug**	**2014 Sep-2015 Aug**	**2015 Sep-2016 Aug**	**2016-Sep-Dec**	**Total**	**One-time vs. Ongoing**
		Planning Year 1	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**		
PSAT for all 10th graders	$10.50/test x 1,000 students		$10,500	$10,500	$10,500	$10,500	$42,000	Ongoing
Career Pathway Academies at Logan - STEM Academies Creation: one planning year, Curriculum Cost, Training Cost, Fieldtrips, Materials Cost, Release Time, Project Lead the Way	$60,000 for start up cost and $10,000 for follow-up training and support		$60,000	$10,000			$70,000	One-Time
Subtotal		**$0**	**$90,500**	**$40,500**	**$30,500**	**$30,500**	**$192,000**	
7. Training Stipends								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
8. Other								
Coordinator to attend STEM iProject Lead The Way Summer Institute at San Diego University: Engineering Design and Development	Two institutes @ $2,500 each		$2,500		$2,500		$5,000	One-Time
Subtotal		**$0**	**$2,500**	**$0**	**$2,500**	**$0**	**$5,000**	
9. Total Direct Costs		**$13,686**	**$685,844**	**$729,518**	**$704,641**	**$209,593**	**$2,343,281**	
10. Total Indirect Costs								
CDE-approved indirect rates: (Capitalized Equipment is not subject to indirect)								
3.95 % 2012-13		$541	$27,091				$27,631	
4.80 % 2013-14				$35,017	$33,823	$10,060	$78,900	
Subtotal		**$541**	**$27,091**	**$35,017**	**$33,823**	**$10,060**	**$106,531**	
11. Total Grant Funds Requested		**$14,227**	**$712,934**	**$764,534**	**$738,463**	**$219,654**	**$2,449,812**	
12. Funds from other sources used to support the project								
Expansion of Puente Program by two classes: 40% FTE certificated teacher	Teacher at 0.40 FTE x $100,000 annual salary x 1.02 COLA for the					$36,309	**$36,309**	Ongoing

Table 4-1: Project-Level Itemized Costs								
Cost Description	Cost Assumption	2013 Jan-Aug	2013 Sep-2014 Aug	2014 Sep-2015 Aug	2015 Sep-2016 Aug	2016-Sep-Dec	Total	One-time vs. Ongoing
		Planning Year 1	Project Year 1	Project Year 2	Project Year 3	Project Year 4		
	balance of the 2016-2017 year							
Restorative Justice (RJ) at Logan HS	0.75 FTE coordinator x $100,000 annual salary x 1.02 COLA					$91,611	**$91,611**	Ongoing
Expand counselor at CCHS services from 0.60 FTE to 1 FTE	0.40FTE x $100,000 annual salary x 1.02 COLA for the balance of the 2016-2017 year					$39,802	**$39,802**	Ongoing
AP (Logan) Increase from 1 Section to 2 Sections of AP support courses for students who need additional support in meeting the rigorous expectations of Advanced Placement coursework. 20% FTE certificated teacher.	0.20 FTE x $100,000 x 1.02 COLA for the balance of the 2016-2017 year					$17,108	**$17,108**	Ongoing
College and Career Center additional staffing - .75 FTE for a college and career counselor to provide support, college and career counseling, and additional information targeting students who would be the first college students in their families	.75 FTE x $100,000 annual salary x 1.02 COLA for the balance of the 2016-2017 year					$61,260	**$61,260**	Ongoing
Credit Recovery Options for Students: Addition of 0.40FTE at Logan to teach one period of Credit Recovery and research best research-based online models for students	0.40 FTE x $100,000 annual salary x 1.02 COLA for the balance of the 2016-2017 year					$35,360	**$35,360**	Ongoing
13. Total Budget		**$14,227**	**$712,934**	**$764,534**	**$738,463**	**$501,102**	**$2,731,261**	

Table 3-1: Project-Level Budget Summary Table: Evidence for (F)(1)

Project Name: Project 7: Implementation, Program Evaluation for Continuous Improvement

Primary Associated Criterion and Location in Application: Section IX E(1-4), pages 100-134

Additional Associated Criteria (if any) and Location in Application: None

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$169,500.00	$274,365.00	$279,852.30	$285,449.35	$1,009,166.65
2. Fringe Benefits	$38,099.40	$95,762.58	$96,837.83	$97,934.58	$328,634.39
3. Travel	$-	$-	$-	$-	$-
4. Equipment	$-	$-	$-	$-	$-
5. Supplies	$-	$-	$-	$-	$-
6. Contractual	$195,000.00	$120,000.00	$236,250.00	$393,750.00	$945,000.00
7. Training Stipends	$-	$-	$-	$-	$-
8. Other	$-	$-	$-	$-	$-
9. Total Direct Costs (lines 1-8)	**$402,599.40**	**$490,127.58**	**$612,940.13**	**$777,133.93**	**$2,282,801.03**
10. Indirect Costs*	$15,902.68	$20,666.97	$29,421.13	$37,302.43	$103,293.20
11. Total Grant Funds Requested (lines 9-10)	**$418,502.08**	**$510,794.54**	**$642,361.25**	**$814,436.36**	**$2,386,094.23**
12. Funds from other sources used to support the project	$86,446.75	$95,664.71	$97,578.00	$175,290.87	$454,980.32

13. Total Budget (lines 11-12)	$504,948.82	$606,459.25	$739,939.25	$989,727.22	$2,841,074.55

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

In order to ensure that our plans are implemented with consistency and quality, and that we receive ongoing formative data on the success of our implementation, our challenges, and our opportunities, we are budgeting for both implementation coaching and extensive external evaluation.

(a) All funds supporting this project are identified in section 12 "Funds from other sources supporting this project."

(b) This project invests in coaching from nationally recognized experts in district wide school reform, more intensively in the first two years and gradually decreasing over the last two years of the grant. District leaders are often so immersed in the operations of running a dozen schools and managing complex requirements that they need time and resources to think about how to keep a broad reform vision on track. Coaching will help provide an objective eye and a proven method of communicating vision and implementing reform activities. This project also invests in independent evaluation from a highly qualified team to be selected through a competitive process. Evaluation will include mixed methods and provide quarterly formative reports as well as summative reports.

(c) Because we are investing in coaching and evaluation during the grant period, most of our costs are one-time investments during the grant period. The implementation coaching will also include planning for continuing rigorous self-assessment and continuous improvement after the grant period. Each line item in the budget narrative is marked as a one-time investment or an ongoing cost.

Table 4-1: Project-Level Itemized Costs

Cost Description	Cost Assumption	2013 Jan-Aug Planning Year 1	2013 Sep-2014 Aug Project Year 1	2014 Sep-2015 Aug Project Year 2	2015 Sep-2016 Aug Project Year 3	2016-Sep-Dec Project Year 4	Total	One-time vs. Ongoing
1. Personnel:								
Certificated Personnel (Ex. Release Time, Substitute Costs, Stipends)								
Project Director -	135,000 x 1.00 FTE x 1.02 COLA	$101,250	$135,000	$137,700	$140,454	$35,816	$550,220	One-Time

Table 4-1: Project-Level Itemized Costs								
Cost Description	**Cost Assumption**	**2013 Jan-Aug**	**2013 Sep-2014 Aug**	**2014 Sep-2015 Aug**	**2015 Sep-2016 Aug**	**2016-Sep-Dec**	**Total**	**One-time vs. Ongoing**
		Planning Year 1	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**		
Subtotal		**$101,250**	**$135,000**	**$137,700**	**$140,454**	**$35,816**	**$550,220**	
Classified Personnel (Ex. Administrative/Clerical Support)								
Clerical support -	$55,000 x 1.00 FTE x 1.02 COLA		$53,000	$54,060	$55,141	$14,061	$176,262	One-Time
Fiscal Manager -	$85,000 x 1.00 FTE x 1.02 COLA		$85,000	$86,700	$88,434	$22,551	$282,685	One-Time
Subtotal		**$0**	**$138,000**	**$140,760**	**$143,575**	**$36,612**	**$458,947**	
2. Employee Benefits								
NHUSD employee benefit rates:							$0	
14.05% for Certificated		$14,226	$18,968	$19,347	$19,734	$5,032	$77,306	One-Time
25.02% for Classified		$0	$34,528	$35,218	$35,923	$9,160	$114,829	One-Time
Cash in Lieu Benefits for Classified Salaried Employees	*Number of FTEs x $21,000 cash in lieu benefit*		$42,000	$42,000	$42,000	$10,500	$136,500	
Subtotal		**$14,226**	**$95,495**	**$96,565**	**$97,656**	**$24,692**	**$328,634**	
3.Travel								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
4. Equipment								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
5. Supplies								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
6. Contractual								

Table 4-1: Project-Level Itemized Costs								
Cost Description	Cost Assumption	2013 Jan-Aug	2013 Sep-2014 Aug	2014 Sep-2015 Aug	2015 Sep-2016 Aug	2016-Sep-Dec	Total	One-time vs. Ongoing
		Planning Year 1	Project Year 1	Project Year 2	Project Year 3	Project Year 4		
Implementation coaching: the District will hire outside consultants with experience in district-wide reform implementation to support leadership and schools in rolling out and coordinating reforms.	100 hours in planning period, at $250/hour, 120 hours in SY 1, 160 in SY 2, 100 in SY 3 and SY 4	$25,000	$30,000	$40,000	$25,000	$25,000	$145,000	One-Time
External Evaluators - provide evaluation planning, instruments, data collection and analysis, formative and summative reporting	$125/hr. x 1,200 estimated hrs. in the planning period, 400hrs Y1, 1,600 hrs. Y2-4	$150,000	$50,000	$200,000	$200,000	$200,000	$800,000	One-Time
Subtotal		**$175,000**	**$80,000**	**$240,000**	**$225,000**	**$225,000**	**$945,000**	
7. Training Stipends								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
8. Other								
None							$0	
Subtotal		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	
9. Total Direct Costs		**$290,476**	**$448,495**	**$615,025**	**$606,686**	**$322,120**	**$2,282,801**	
10. Total Indirect Costs								
CDE-approved indirect rates: (Capitalized Equipment is not subject to indirect)								
3.95 % 2012-13		$11,474	$17,716				$29,189	
4.80 % 2013-14				$29,521	$29,121	$15,462	$74,104	
Subtotal		**$11,474**	**$17,716**	**$29,521**	**$29,121**	**$15,462**	**$103,293**	
11. Total Grant Funds Requested		**$301,949**	**$466,211**	**$644,546**	**$635,806**	**$337,582**	**$2,386,094**	
12. Funds from other sources used to support the project								

Table 4-1: Project-Level Itemized Costs								
Cost Description	**Cost Assumption**	**2013 Jan-Aug**	**2013 Sep-2014 Aug**	**2014 Sep-2015 Aug**	**2015 Sep-2016 Aug**	**2016-Sep-Dec**	**Total**	**One-time vs. Ongoing**
		Planning Year 1	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**		
Director, Assessment and Evaluation		$18,749	$28,124	$28,686	$29,260	$29,845	$134,664	Ongoing
Superintendent		$9,211	$13,817	$14,093	$14,375	$14,663	$66,160	Ongoing
CAO, other district leadership		$34,689	$53,248	$54,313	$55,399	$56,507	$254,156	Ongoing
13. Total Budget		**$364,599**	**$561,399**	**$741,639**	**$734,841**	**$438,597**	**$2,841,075**	

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

1. Does the applicant have an Indirect Cost Rate approved by its State Educational Agency?

YES ☒ NO ☐

If yes to question 1, please provide the following information:

Period Covered by the approved Indirect Cost Rate (mm/dd/yyyy):
From: 07/01/2012 To: 06/30/2013

Current approved Indirect Cost Rate: 3.95%

Approving State agency: California Department of Education and Federal Department of Education
(Please specify agency)

1. Does the applicant have an Indirect Cost Rate approved by its State Educational Agency?

YES ☒ NO ☐

If yes to question 1, please provide the following information:

Period Covered by the approved Indirect Cost Rate (mm/dd/yyyy):
From: 07/01/2013 To: 06/30/2016

Current approved Indirect Cost Rate: 4.80%

Approving State agency: California Department of Education and Federal Department of Education
(Please specify agency)

X. OPTIONAL BUDGET SUPPLEMENT
Not Applicable