IV. APPLICATION ASSURANCES
(CFDA No. 84.416)

Legal Name of Applicant[1]: **Lindsay Unified School District**	Applicant's NCES District ID[2]: **0621870**
Applicant's Mailing Address: **371 E. Hermosa, Lindsay, CA 93247**	
Employer Identification Number: **77-0565329**	Organizational DUNS Number: **03-733-341**
Race to the Top – District Contact Name: **Tom Rooney**	Contact Position and Office: **Superintendent; Superintendent's Office**
Contact Telephone: **559-562-5111 x5109**	Contact E-mail Address: **trooney@lindsay.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):	Telephone:
Thomas L. Rooney	**559-562-5111 x5109**
Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity:	Date:
Local School Board President (Printed Name):	Telephone:
Frank Moreno	**559-562-6549**
Signature of Local School Board President:	Date:
President of the Local Teacher's Union or Association, if applicable (Printed Name):	Telephone:
Greg Shanley	**559-562-7208**
Signature of the President of the Local Teacher's Union or Association:	Date: 12/3/12

[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.

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL RESPONSES TO SECTION V

Superintendent or CEO of the LEA (Printed Name): **Thomas L. Rooney**	
Signature of Superintendent or CEO of the LEA:	Date: 10/6/15

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): **Thomas L. Rooney**	
Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity:	Date:

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II. ELIGIBILITY REQUIREMENTS

Section removed-not part of narrative response to selection criteria

III. APPLICATION REQUIREMENTS

Section removed-not part of narrative response to selection criteria

IV. APPLICATION ASSURANCES
(CFDA No. 84.416)

Legal Name of Applicant: **Lindsay Unified School District**	Applicant's NCES District ID: **0621870**
Applicant's Mailing Address: **371 E. Hermosa, Lindsay, CA 93247**	
Employer Identification Number: **77-0565329**	Organizational DUNS Number: **03-733-341**
Race to the Top – District Contact Name: **Tom Rooney**	Contact Position and Office: **Superintendent; Superintendent's Office**
Contact Telephone: **559-562-5111 x5109**	Contact E-mail Address: **trooney@lindsay.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 cer… …the application, am fully committed to it, and will support its imple…
- I am … …tements or claims ma… …ject me to crimi…

Please see PDF attachment of signed original documents

Superinte… …one:
Represen…
Thomas … **2-5111 x5109**
Signature…
Legal Re… …ve of Engine…

Local School Board President (Printed Name): …elephone:

Frank Moreno **559-562-6549**
Signature of Local School Board President: Date:

President of the Local Teacher's Union or Association, if applicable (Printed Name): Telephone:
Greg Shanley **559-562-7208**
Signature of the President of the Local Teacher's Union or Association: Date:

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 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

_____ **Absolute Priority 3: 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 rural LEAs (as defined in this notice) in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

X___ **Absolute Priority 4: Non-Rural LEAs in non-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 did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

_____ **Absolute Priority 5: Rural LEAs in non-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 rural LEAs (as defined in this notice) in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

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 4,074. The total Race to the Top – District grant funds requested is $ 10,000,000, which is within the following range: (Check the **one** range of participating students (all as defined in this notice) that applies)

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

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

_____ $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)

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

X (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. The LEA provided its State at least 10 business days to comment on the LEA's application and has submitted as part of its application package--

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

(The submitted comments, evidence, and responses are located in the Appendix, page 193.)

X Mayor (or city or town administrator) comment period was met. The LEA provided its mayor or other comparable official at least 10 business days to comment on the LEA's application and has submitted as part of its 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 are located in in the Appendix, page 194.)

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL RESPONSES TO SECTION V

Superintendent or CEO of the LEA (Printed Name):	
Signature of Superintendent or CEO of the LEA:	Date:

Please see PDF attachment of signed original documents

VI. PROGRAM-SPECIFIC ASSURANCES FOR CONSORTIA APPLICANTS

Not applicable-This application is not for a consortia.

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 [illegible] Governmentwide Requirements for Drug-Free Workplace (Fina[illegible] Governmentwide Debarment and Suspension (Non[illegible]

Please see PDF attachment of signed original documents

SIGNAT[illegible]NCES AND CERTI[illegible]

Superint[illegible] of Eligible Legal E[illegible]y (Printed Name): **Thomas L. Rooney**	
Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity:	Date:

VIII. ABSOLUTE PRIORITIES

Absolute Priority 1

Absolute Priority 1: Personalized Learning Environments. To meet this priority, an applicant must coherently and comprehensively address how it will build on the core educational assurance areas (as defined in this notice) to create learning environments that are designed to significantly improve learning and teaching through the personalization of strategies, tools, and supports for students and educators that are aligned with college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice); accelerate student achievement and deepen student learning by meeting the academic needs of each student; increase the effectiveness of educators; expand student access to the most effective educators; decrease achievement gaps across student groups; and increase the rates at which students graduate from high school prepared for college and careers.

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

Absolute Priorities 2 – 5

Absolute Priority 2: Non-Rural LEAs in Race to the Top States. To meet this priority, an applicant must be an LEA or a consortium of LEAs 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.

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

Absolute Priority 4: Non-Rural LEAs in non-Race to the Top States. To meet this priority, an applicant must be an LEA or a consortium of LEAs in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

Absolute Priority 5: Rural LEAs in non-Race to the Top States. To meet this priority, an applicant must be an LEA or a consortium of LEAs in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

The applicant must identify, through the Program-Specific Assurances in Part V or VI, which one of the Absolute Priorities 2 through 5 applies to the applicant.

IX. SELECTION CRITERIA

A. Vision (40 total points)

(A)(1) Articulating a comprehensive and coherent reform vision *(10 points)*

The extent to which the applicant has set forth a comprehensive and coherent reform vision that builds on its work in four core educational assurance areas (as defined in this notice) 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.

(A)(2) Applicant's approach to implementation *(10 points)*

The extent to which the applicant's approach to implementing its reform proposal (e.g., schools, grade bands, or subject areas) will 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 process must ensure that the participating schools (as defined in this notice) collectively meet the competition's eligibility requirements;

(b) A list of the schools that will participate in grant activities (as available); and

(c) 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). If participating schools (as defined in this notice) have yet to be selected, the applicant may provide approximate numbers.

(A)(3) LEA-wide reform & change *(10 points)*

The extent to which the application includes a high-quality plan describing 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 (e.g., the applicant's logic model or theory of change of how its plan will improve student learning outcomes for all students who would be served by the applicant).

(A)(4) LEA-wide goals for improved student outcomes *(10 points)*

The extent to which the applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals that are equal to or exceed State ESEA targets for the LEA(s), overall and by student subgroup (as defined in this notice), for each participating LEA in the following areas:

(a) Performance on summative assessments (proficiency status and growth).
(b) Decreasing achievement gaps (as defined in this notice).
(c) Graduation rates (as defined in this notice).
(d) College enrollment (as defined in this notice) rates.

Optional: The extent to which the applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals for each participating LEA in the following area:

(e) Postsecondary degree attainment.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Peer reviewers will reward applicants for developing goals that – in light of the applicant's proposal – are "ambitious yet achievable." In determining whether an applicant has "ambitious yet achievable" annual goals, peer reviewers will examine the applicant's goals in the context of the applicant's proposal and the evidence submitted in support of the proposal. There is no specific goal that peer reviewers will be looking for here; nor will higher goals necessarily be rewarded above lower ones.

For optional goal (A)(4)(e): Applicants scores will not be adversely impacted if they choose not to address optional goal (A)(4)(e).

Recommended maximum response length: Eight pages (excluding tables)

A. Vision

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

Lindsay Unified School District's 2012 Race To The Top-District Initiative – EMPOWER: **E**NGAGING AND **M**OTIVATING **P**ERSONALIZED LEARNING **O**PPORTUNITIES **W**ITH **E**XCEPTIONAL **R**ESULTS (**EMPOWER!**) – will serve all 4,074 K-12th grade students, 169 teachers, and all district administrators. Project **EMPOWER!** will use Race To The Top-District grant funds to transition the district's performance-based system (PBS[1]) through its developmental period of reform into a ***sustainable,*** district-wide systemic and systematic practice ***that can be replicated for other districts*** through a ***Learner and Facilitator Digital Learning Platform (DLP).*** The overarching goal is to bring the project's ***Personalized Mastery Learning System*** to viral scalability as a solution to closing the poverty achievement gap.

Lindsay Unified School District (LUSD), located at the southeastern end of the San Joaquin Valley in rural Tulare County, California serves 4,074 K-12th grade students in six elementary schools (K-8), one comprehensive high school, and one continuation high school. Seventy eight percent (78%) of our students are from low-income families; *all* (100%) of our students qualify for free or reduced price meals (FRPM). Ninety percent (90%) are Hispanic. Fifty-two percent (52%) are English learners (EL), most entering Lindsay schools at the lowest levels of English proficiency. *In the Lindsay community, families can essentially fully function in society outside of school without ever knowing any English, creating no impetus to learn the English language.*

The city of Lindsay is geographically, economically, and culturally isolated from other areas in Tulare County; this isolation is a crucial factor in trying to provide for the needs of local students and families. The community is characterized by a significant population of immigrant families, a high percentage of families living below the federal poverty level, low levels of literacy in English, and low levels of parent education[2]. Thirty-eight percent (38%) of the

1 The terms performance-based system, competency-based system, and personalized mastery system and personalized mastery learning are used synonymously.
2 The average parent education level in the community and surrounding areas served by LUSD is 5th grade.

population has a high school diploma and just 5% have a Bachelor's degree or higher compared to the national average of 80.4% and 24% respectively.

Lindsay children face barriers of poverty, lack of English language skills, and other associated risk factors that impact their academic achievement and, ultimately, future economic prospects. Like many schools with similar populations throughout the state and the nation, LUSD schools had experienced long, documented histories of poor performance and failed efforts to improve. A small portion of our students did well, but significant numbers failed to graduate, and the majority of those that did graduate were inadequately prepared for college or the workplace. Clearly, the traditional educational system was failing our students. In order to meet the challenges of poor achievement results, dropouts, and unprepared students, systemic change was needed.

The district, in collaboration with all stakeholders in the school and community, took a bold step in declaring a full district-wide redesign, **restructuring our schools** from 3 K-6 schools to a K-8 model with 6 elementary schools and one high school (August 2011) and **replacing the traditional, time-based system with a Performance-Based System (PBS) -** a *learner-centered* educational approach which leads to each student mastering learning in a personalized mastery learning environment.

LUSD began building the foundation for transition to a PBS in 2007. In 2007-08, LUSD established a powerful partnership with experts on the cutting edge of educational reform and 21st century learning and leadership including Dr. Robert Marzano (*What Works in Schools,* 2003) and Beatrice McGarvey (*Inevitable: Mass Customized Learning*, 2012) of Marzano Research Laboratory, and the Reinventing Schools Coalition (RISC) to help guide the change process. Staff, students, parents, and the community came together to create a shared vision of learning and to develop the components to support the new vision. The result of this work is the District's *Strategic Design,* which establishes a clear mission for the district, defines the core values, the guiding principles to be used when making decisions, the vision for the future, and the *Life Long Learning Standards* to be developed in each of our learners (see Appendix pages 168-182 for the LUSD *Strategic Design*). Adopted by the LUSD Board of Trustees in 2007, the *Strategic Design* provides a clear roadmap for teaching and learning in LUSD schools. LUSD's mission, *Empowering and Motivating for Today and Tomorrow*, supports a deep commitment to

children – that every child will learn, that every child can meet high standards, and that every child can succeed in life.

LUSD's PBS approach to schooling is a comprehensive, well-articulated approach to competency-based reform that is supported by more than 35 years of research on best practice in helping at-risk students reach high levels of academic and personal excellence. Its framework is a **learner-centered, performance-based system** rather than a teacher-driven, Carnegie unit or time-based system. In a traditional education system, time is the constant and learning is the variable. In a performance-based system, *learning is the constant and time is the variable.* The LUSD PBS approach builds on core findings from syntheses of *Effective Schools* research conducted since the 1970s that support the idea that all children can learn and that schools have within their control the factors needed to ensure that students master required content (Marzano, 2007; Marzano, 2000, Good & Brody, 1986). LUSD first implemented the components of the PBS at Lindsay High School in fall 2009 with the 9th grade class. Since that time, the district has systematically tested components of performance-based education in all grades, K-12, while using a continuous improvement cycle. Further development and full system-wide implementation is strategically planned over the next four years.

The LUSD PBS requires the acceptance of several key ideas and core educational assurances as foundational to accommodate the new vision (Marzano Research Laboratory, 2000). The first is a shared vision and commitment among adults in the school and the community that every child regardless of socioeconomic status, background or perceived potential will be successful. In practice, this would translate into students advancing only when they have mastered the necessary course material. This also requires considering students as individuals in their interests, aspirations, learning styles, and learning needs and giving extra time, allowing for learning acceleration, or modifying instruction to **individualize the educational program** as needed for every student.

Competency-based rigor is the second foundational idea and the nuts and bolts of LUSD's PBS. Standards define the knowledge and skills that students are to learn as they move through the educational system. Standards, translated into curriculum, provide the basis not only for what is to be learned, but also how students will demonstrate what and how well they have learned. As part of the effort to turn around our lowest achieving schools (**Core Educational**

Assurance 4), LUSD has developed and formally adopted a guaranteed and viable *curriculum* (GVC). The guaranteed curriculum is the knowledge and skills that all learners in the system are required to master. Curriculum viability is established when adequate time is given to teach and learn all determined essential content. The LUSD *student-centered* PBS is unique in that it ensures mastery of the guaranteed and viable curriculum.

LUSD's GVC is based on rigorous state academic and college and career-readiness standards, aligned to the state assessment blueprints, and organized into units of study referred to as *Measurement Topics* (**Core Educational Assurance 1**). Measurement Topics (MTs) for grades K-12 have been designed in English language arts (ELA), English language development (ELD), math, science and social studies, as well as in all 9^{th}-12^{th} grade elective courses. The purpose of this curriculum is to ensure ***focused and strategic instruction across the district*** on specific areas of knowledge and skills and to assess learning in a manner that guarantees every learner will master the desired knowledge or skills. Integration of the *Life Long Learning Standards* into academic competencies supports a strong youth development perspective and skills needed to compete in the global economy of the 21^{st} century. For a list of *Life Long Learning Standards* please see the *LUSD Strategic Design* in the Appendix, pages 168-182.

Transparency is a hallmark of performance-based education; the curriculum must be open and clear to everyone. The results of student assessments are frequently and clearly communicated to the students, their teachers, principals, and parents so that accountability is shared and clear. Designed with the measurement of student growth and success in mind (**Core Educational Assurance 2**), LUSD's comprehensive student information system gives students access to meaningful data to help them track their progress and establish personalized mastery learning plans; makes real-time data available for teachers to improve or adjust instruction via informed decision-making; and provides feedback for all stakeholders for accountability and continuous improvement. The LUSD web-based electronic progress monitoring system, *Educate,* provides learners with data related to progress on specific learning targets that directly correspond to the California state standards and captures individual progress towards required learning targets. In 2013-14, *Educate* will be aligned with the *Common Core State Standards (CCSS).* Students and parents can access the data system at any time so achievement results are readily available and used to report learner progress. Additionally, teachers use the *Educate*

student assessment platform to track student performance on district benchmarks and classroom tests. *Educate* automatically grades tests and gives teachers the data they need to improve classroom instruction and student performance.

The cornerstone of Project **EMPOWER!** and the PBS is a **student-centered instructional model** in which students become leaders of their learning and teachers become facilitators and partners to guide learners from level to level along a standards-based continuum of learning. Students are grouped on this continuum by performance, not age or grade, with flexibility to move to more advanced work upon demonstration of mastery. Formative assessments are aligned with the objectives and drive instruction. PBS is structured so that students truly take ownership of their education. They work with their teachers to set goals, determine the pace of learning, and select the activities that will enhance their learning. Students and teachers are partners in deciding the point of entry into a content area such as high school English Language Arts (ELA). There is flexibility in entry points so that a student may choose to accelerate learning in one part of the curriculum, such as poetry interpretation, but may want to go more slowly in mastering grammar conventions.

High capacity leadership at all levels is critical to support LUSD's PBS. Essential to the change process is the effective professional development of principals and teachers, equipping them with the skills needed to accelerate student success, deepen learning, and provide **personalized mastery learning support**. Recruiting, developing, rewarding, and retaining effective teachers and principals (**Core Educational Assurance 3**) is an integral part of our reform process; professional development and training, collaboration, coaching, and leadership training ensure the development of highly effective teachers and principals. Of particular note in the proposed project is the development of the **Facilitator Digital Learning Platform** that will provide personalized 24/7 blended learning opportunities for all educators in our system.

The foundational ideas of 1) commitment to personalized mastery learning, 2) competency-based rigor, 3) transparent accountability, and 4) student ownership of their education can bring a dramatic shift in the learning paradigm. The components of a performance-based system, built on these principles, provide a comprehensive school reform framework that establishes an effective alternative to the traditional educational model (Carnegie unit model),

promotes high achievement, prepares students to succeed in postsecondary education and careers, and fosters skills for the 21st century global economy.

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

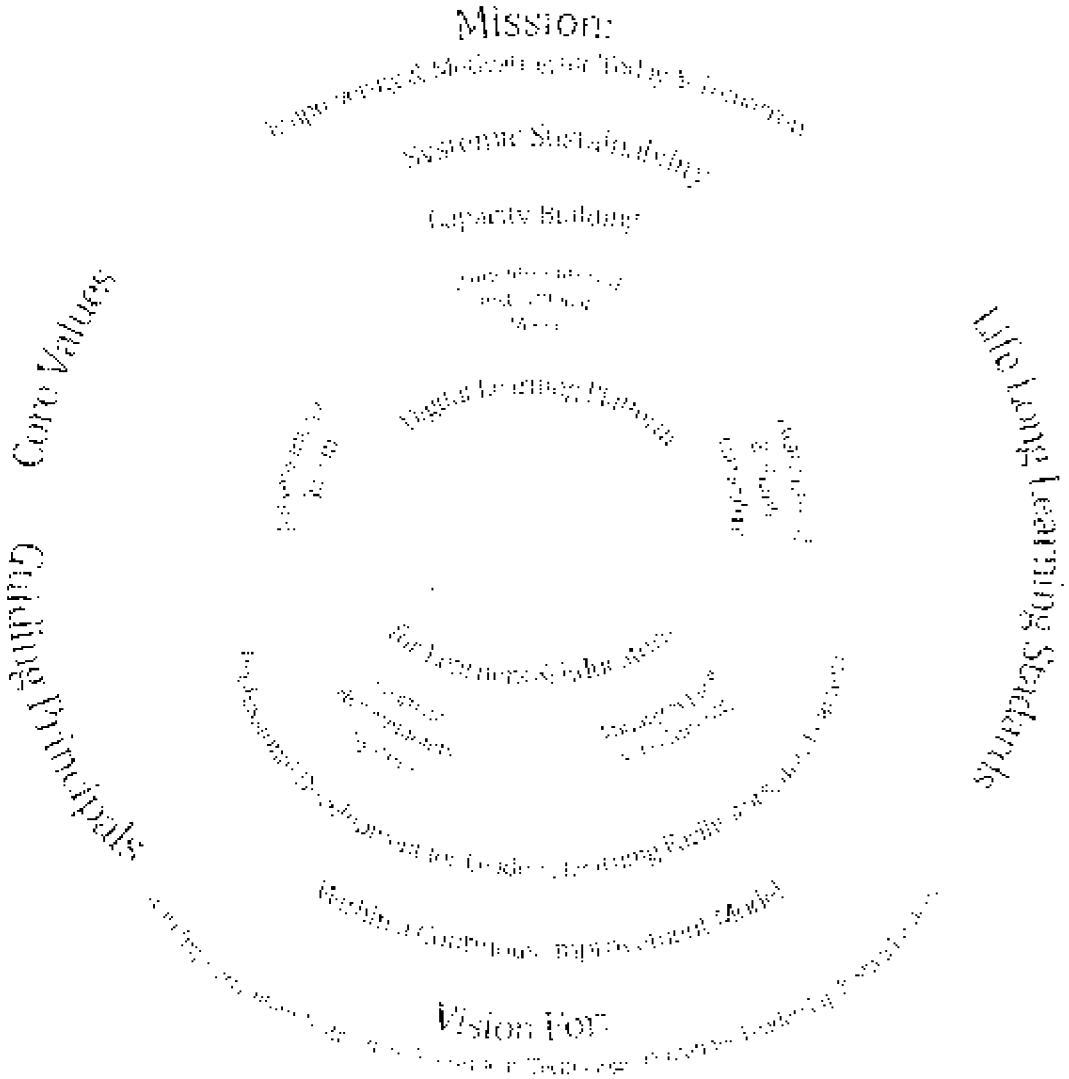
PBS is a systemic intervention designed to change the entire way LUSD educates its students. In order to have tangible results and sustainable change, implementation of our reform proposal is a K-12 initiative involving *every* student, teacher, administrator, parent, and the greater Lindsay community. LUSD has selected all eight schools and all students (4,074) for participation in the proposed project. Each of our eight schools serves high-need students. Our students are at risk academically as 67% of our students are performing below grade level in ELA, and 64% are below grade level in mathematics (2012 California Standards Test, CST). The chart below includes all participating schools and school demographics.

			School Demographics								
			Raw Data Actual numbers						**Percentages**		
			A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**
LEA	**Participating School**	**Grades/Subjects included in RTT-D Plan**	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA[1]	Total # of Students in the School	% of Participating Students in the School	% of Participating students from low-income families	% of Total LEA low-income population
LUSD	Jefferson	K-8	20	456	456	381	**3,172**	456	**100%**	84%	12%
	Kennedy	K-8	19	479	479	363		479		76%	11%
	Lincoln	K-8	18	470	470	350		470		74%	11%
	Reagan	K-8	16	387	387	302		387		78%	10%
	Roosevelt	K-8	20	517	517	409		517		79%	13%
	Washington	K-8	27	657	657	526		657		80%	17%
	Lindsay High	9-12	44	998	998	707		998		71%	23%
	JJ Cairns	10-12	5	110	110	88		110		80%	3%
TOTAL			169	4,074	4,074	3,126		4,074			100%

LUSD has spent considerable human and fiscal resources to build community, staff and student support for performance-based education from K-12th grade including the development of structures, policies, and procedures needed for transition to a **learner-centered system**. Project **EMPOWER!** is designed to fully refine ***all*** components of our Strategic Design Plan with the overarching goal of *personalized mastery learning*. The final product will be two Digital

Learning Platforms (DLP), one for students and one for educators, designed to bring the project's ***Personalized Mastery Learning System to viral scalability.***

Project **EMPOWER!** is built on the *foundation and vision for learning* developed by all stakeholders in the school and community, and an *assessment of current strengths and needs* in each of the components of our comprehensive model; components include: 1) Guaranteed and Viable Curriculum; 2) Assessment System; 3) Student-centered Instructional Model; 4) Learning Support and Technology; 5) Learning Accountability System; 5) Capacity Building through Shared Leadership and Professional Development; and 6) Continuous Improvement with Planned Sustainability. Please see the Strategic Design visual reference below.



The overarching goal of Project **EMPOWER!** is to **transition the district through the developmental phase of reform by creating a performance based system which leads to personalized mastery learning and ensures a secure foundation** for *sustainability* and *replicability* of the LUSD performance-based system (PBS). The following student achievement goals will guide the project:

1. Improve student achievement in English language arts and mathematics;
2. Decrease the achievement gap for all significant subgroups;
3. Increase the number of students who are college-ready and career–ready;
4. Increase graduation rates;
5. Increase the number of students who enroll in post secondary education.

To achieve our goals our approach to implementation includes the following strategies:

- Develop and refine all aspects of the LUSD PBS with the goal of ensuring individualized personal mastery learning.
- Provide anytime access to curriculum, assessment, and resources (24hrs/day – 7days/week).
- Improve professional development and support of how-to teach in a student-centered instructional model.
- Increase access to technology and expanded instruction on integration of technology in the classroom.
- Expand integrated system of curriculum, instruction, and assessment for developing and sustaining customized learning experiences facilitated by highly effective teachers and led by highly effective principals trained in the PBS.
- Develop Learner and Facilitator Digital Learning Platforms (DLP) to bring the project's Personalized Mastery Learning System to viral scalability as a solution to closing the poverty achievement gap.

In Year 1 (January 1, 2013- June 30, 2013), activities will be focused on establishing the Project **EMPOWER!** teams, posting/hiring project director and other staff, and development of the detailed scope of work, implementation plan, detailed evaluation management plan, and create the intensive professional development plan. A full-time Project Director, responsible for overall

management of the project will be hired; two full-time Curriculum Specialists (one K-6, one 7-12) to develop core curriculum and assessments at mastery level (Level 3) and facilitate advanced learning beyond the classroom through real world applications (Level 4), work with district leadership to align Measurement Topics (MTs) and assessment to Common Core State Standards (CCSS), and assist with the development of content for publication materials (Years 2-4); and an Instructional Technology Specialist (ITS) to carry out the recommendations of the technology audit (Year 1) and provide the link between the curriculum development and technology infrastructure (Years 2-4). Additional staff mentioned above will be hired to do the work necessary to scale up the development and full implementation of the PBS and the Digital Learning Platforms, thus the majority of the positions will not be needed at the end of the project period.

In Year 2 (July 1, 2013- June 30, 2014) activities will be focused on implementation of the intensive professional development plan including partner roles and responsibilities. Targeted professional development and training will include leadership development (teacher, principal, administrator), student-centered instruction, using technology to differentiate instruction, blended learning (combination of online and face-to-face instruction), and using data for instruction and continuous improvement. A five-day Learning Symposium will take place in August with 2 additional days in October, 3 workshop days in February, and 2 in May (12 total non student days); follow-up coaching (virtual and face-to-face) will take place throughout the year provided by LUSD staff and partners. Training modules will be captured in video for Facilitator DLP. Also in Year 2, six teachers on special assignment (TOSA) will be hired to facilitate teacher collaboration and lead project-based learning units for Level 4 learning; eight specially trained Internet Resource Specialists (one at each site) will be hired to support teachers and students in finding information and digital resources to engage students in Level 4 advanced application of learning. Staff hired in this year will build capacity to accelerate the development and refinement of the PBS and assist in resource development for both the Learner and Facilitator DLP during the project period and will not be needed after the project.

In Year 3 (July 1, 2014-June 30, 2015) activities will continue to develop and refine the aspects of the PBS, strengthen the use of technology to support instruction and learning, and expanding the curriculum, assessment, and project based lessons at mastery (Level 3), advanced

application (Level 4) of learning, and full integration of Life Long Learning Standards (Level 4) in all core content and elective courses. Specialists and teachers will take a greater role in providing professional development, thus decreasing the role of external professional development providers. The number of days of formal workshops will decrease to five days (from 12 in Year 2); collaboration will be increased, as more training and support will be provided in context and through technology and captured in the Facilitator DLP.

Year 4 represents an 18 month budget year (July 1, 2015-December 31, 2016) and activities are clearly designed to ensure full district-wide implementation of all aspects of the PBS, full implementation of the Learner and Facilitator DLPs, and completion of all materials for replication. In this year, the PBS will be fully developed and implemented at all sites in the district; curriculum, Measurement Topics, assessments, manuals, training materials and resources aligned to CCSS will exist for content at Levels 1-4. An example of this development and implementation is the integration of Level 4 curriculum and assessment, which is the final "district" step in the development of Life Long Learners. The Learning Symposium will be expanded to include participants from other districts interested in the performance-based system and the Facilitator DLP will be accessible (by December 2016) to other districts in the state, the nation, and the international education community.

The following Implementation Management Plan illustrates goals, activities, timelines, deliverables, and persons responsible for ensuring ***personalized mastery learning as common practice*** and the ***development and implementation of the Digital Learning Platforms***.

GOAL	ACTIVITY	TIMELINE (YEAR) 1	2	3	4	DELIVERABLES	PERS. RESP.
Director Curriculum &Instruction (DCI); District Leadership Team (DLT); Teacher Leaders (TL); Project Director (PD); Evaluator (E); School Leadership Team (SLT); Instructional Technology Specialist (ITS); Internet Resource Specialist (IRS)							
All	Hire Project Director (PD)	✓				Manage implementation of all components; supervise personnel; assist evaluation.	Supt.
1,2,3	Hire 2 Curriculum Specialists (CS), one for K-6, one for 7-12	✓				Curriculum resource development; alignment K-12 Measurement Topics (MTs) with Common Core State Standards (CCSS) and College/Career Readiness Standards (CCR); facilitate collaboration; work with partners to enhance curriculum related components; training and coaching for sustainability.	DCI
1-5	Contract with Project Evaluator	✓	✓	✓	✓	Detailed evaluation management plan; assist with development of scope of work and implementation plans; data collection and analysis for continuous improvement cycle.	PD
1,3,4, 5	Hire 6 Teachers on Special Assignment		✓			Release teachers to engage in grade-level cross curricular collaboration; provide instruction for project based units in advanced application of Level 4 (L4) content.	PD
All	Hire Instructional Technology Specialist (ITS)	✓				Lead all instructional technology efforts; provide link with curriculum work and tech infrastructure needs; conduct tech audit; work with DLP developers and staff for systemic implementation.	PD
1,2,3	Hire 8 Internet Resource Specialists (IRS) – one per school		✓			Tech trained; provide direct support to students/staff to use online/digital media resources for differentiation, L4 tasks, DLP.	PD
All	Prepare scope of work and individual school implementation plans.	✓				Plans submitted to the USDE within 100 days of award.	DLT
All	Convene and schedule Leadership Team (LT) meetings.	✓	✓	✓	✓	Monitor implementation; facilitate collaboration.	PD

GOAL	ACTIVITY	TIMELINE (YEAR) 1	2	3	4	DELIVERABLES	PERS. RESP.
Director Curriculum &Instruction (DCI); District Leadership Team (DLT); Teacher Leaders (TL); Project Director (PD); Evaluator (E); School Leadership Team (SLT); Instructional Technology Specialist (ITS); Internet Resource Specialist (IRS)							
All	Develop detailed evaluation management plan.	✓	✓	✓	✓	Evaluation Plan	E
5	Identify professional development/training needs for learners, learning facilitators, and leaders.	✓	✓	✓	✓	Survey developed and accessible in electronic format; conduct interviews; study performance data	PD
All	Create written professional development plan including annual schedule for additional days in teacher contract for mandatory participation in training, coaching (face-to face/virtual) and follow-up.	✓	✓	✓	✓	Year 1: Negotiate with bargaining unit for Yr 2-4; contract includes to include additional days (+12 Yr 2; +8 Year 2; +5 Year 3)	PD, DCI
All	Meet with partners to delineate roles and responsibilities.	✓	✓	✓	✓	Contract/MOU with partners.	PD, Project Partners
1,5	Refine and modify Certificated Evaluation system.		✓			Teacher, principal, superintendent evaluation linked to learning and progression.	DLT
1-4	Continue to develop 1 to 1 Technology Initiative for anytime access and instructional delivery.		✓	✓	✓	Conduct technology audit to determine needs; purchase Netbooks and/or other mobile devices for learners; facilitate classroom video camera system for flipped classroom.	PD, ITS, DCI, TL
All	Expand technology training to include blended learning/flipped classrooms and use of technology to differentiate instruction.		✓	✓	✓	Training in 5-day Learning Symposium; follow-up coaching as needed.	Partners, TL, ITS,IRS 2
All	Align Curriculum Guide, MT and assessments to K-12 Common Core State Standards (CCSS) & College/Career Readiness Standards (CCR) .	✓	✓			Common Core and College/Career tools, assessments, and content for PBS.	DCI, CS

GOAL	ACTIVITY	TIMELINE (YEAR) 1	2	3	4	DELIVERABLES	PERS. RESP.
Director Curriculum &Instruction (DCI); District Leadership Team (DLT); Teacher Leaders (TL); Project Director (PD); Evaluator (E); School Leadership Team (SLT); Instructional Technology Specialist (ITS); Internet Resource Specialist (IRS)							
All	Expand opportunities for teachers to collaborate across the district on assessment and scoring.		✓	✓	✓	Schedule and agenda of district- wide collaboration days.	PD, DLT
1-3	Level 3 MT Assessment development/refinement and rubrics for scoring.		✓	✓	✓	Level 3 Assessment Set	DLT
1-3,5	Develop content for advanced application of learning (Level 4) performance tasks, project-based learning modules and assessment.	✓	✓	✓	✓	Content developed and accessible on *Educate*.	Partners, DLT, CS
All	Fully integrate Life Long Learning Standards into K-12 MTs.	✓	✓	✓	✓	Standards incorporated into lessons/units; included in professional development plan.	Partners, DLT, CS
3	Expand CCR Pathways (9-12) to include career experience via regional business partnerships.		✓	✓	✓	Partnerships established.	PD, CS, TL
All	Engage and inform the parent community in use of *Educate* as a tool for communication; support and understanding of PBS; clear understanding of progress reports.	✓	✓	✓	✓	Parent survey; Attendance at conferences	PD, DLT SLT
1-3	Training and follow-up, collaborative dialogue, virtual coaching on use of assessment; scoring/reporting out.		✓	✓	✓	Professional development plan; minutes of collaborative meetings.	DCI, TL
All	Leadership development for learners, learning facilitators, and leaders to be successful in a PBS.	✓	✓	✓	✓	Professional development plan; student information/instruction; Student focused curriculum.	Partners
All	Training modules for instructional/best practices in PBS aligned with CCSS and CCR standards and captured on video.		✓	✓	✓	Videos uploaded and accessible on *Educate*.	Partners

GOAL	ACTIVITY	TIMELINE (YEAR) 1	2	3	4	DELIVERABLES	PERS. RESP.
Director Curriculum &Instruction (DCI); District Leadership Team (DLT); Teacher Leaders (TL); Project Director (PD); Evaluator (E); School Leadership Team (SLT); Instructional Technology Specialist (ITS); Internet Resource Specialist (IRS)							
2-5	Develop tools to help students understand what skills are required for career goals (CCR) with a delineated pacing and monitoring tool.	✓	✓			Tools available in *Educate*.	Partners
All	Refine use of *Educate*; develop full use of monitoring and tracking features for anytime access.	✓	✓	✓	✓	Student goal setting in *Educate*; report out/track progress feature; learner and parent access.	PD, CS, TL,ITS
All	Expand access to training for Personalized Mastery learning beyond the Lindsay community.				✓	Regional participation in the 5-day Learning Symposium; potential Residency Program with Fresno State Education Department to develop PBS lab school with LUSD.	Partners, LUSD
All	Continue to develop and refine a Learner Digital Learning Platform (DLP) to include CCSS and assessments in multiple content areas with associated resources including a Public Portal for access beyond LUSD.	✓	✓	✓	✓	Information uploaded and available to LUSD stakeholders and other districts.	Partners, PD, DCI, ITS
All	Continue to develop a Facilitator DLP to provide a professional development continuum with multi-media resources to ensure LUSDs continued capacity building of Personalized Mastery practices and systems. The DLP will be designed to support other districts in replicating the concept of taking the PBS to a viral scalability level.	✓	✓	✓	✓	Platform created, information uploaded and available to LUSD stakeholders and other districts.	Partners, PD, DCI, ITS

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

LUSD's high-quality reform initiative is designed to be sustained over time and translate into meaningful reform beyond LUSD. Project **EMPOWER!** is not just about making changes in the structure, roles and elements of the organization but, ultimately, about *reculturing* as the key driver of change – changing the paradigm in the classroom, the school, the system, and the community. Supported by a wide-body of research, the elements for sustained improvement include: 1) **a shared vision** for strong results in the school community – a critical mass of students, parents, teachers, administrators, and other stakeholders – *embracing the system as their own*; 2) **time** for teachers, leaders, students, and the community to learn about, implement, and reflect on the change; 3) **professional development** for teachers and leaders to understand what is expected of them and how to deliver on those expectations; 4) **leaders** who become highly effective and forward-thinking, building leadership capacity in others; 5) **student motivation, ownership, leadership and responsibility**; students are encouraged and empowered to take the lead in every phase of learning including goal-setting, tracking progress, and assessment toward personalized mastery learning; and 6) **continuous improvement** cycles that are deliberate *and systemic*, creating a climate of ongoing innovation.

There are many driving forces for advancing performance-based learning in the K-12 system across the nation including the following: many schools are in dire need of comprehensive, system-wide reform; many high school graduates over the past 20 years are not prepared for college or the work force; there is a significant dropout crisis in America; many learners are not pushed to their full academic potential and become bored with school; learners are passed through the K-12 system based on being at school, not based on mastery of content; opportunities for increased use of technology and online learning are not leveraged to improve learning. The transition of the State toward Common Core State Standards creates a unique and powerful opportunity to introduce performance-based approaches. In a Personalized Mastery System *learning is the constant and time is the variable;* empowering students to own their learning, engage in relevant and rigorous learning experiences, and reach their full academic and personal potential.

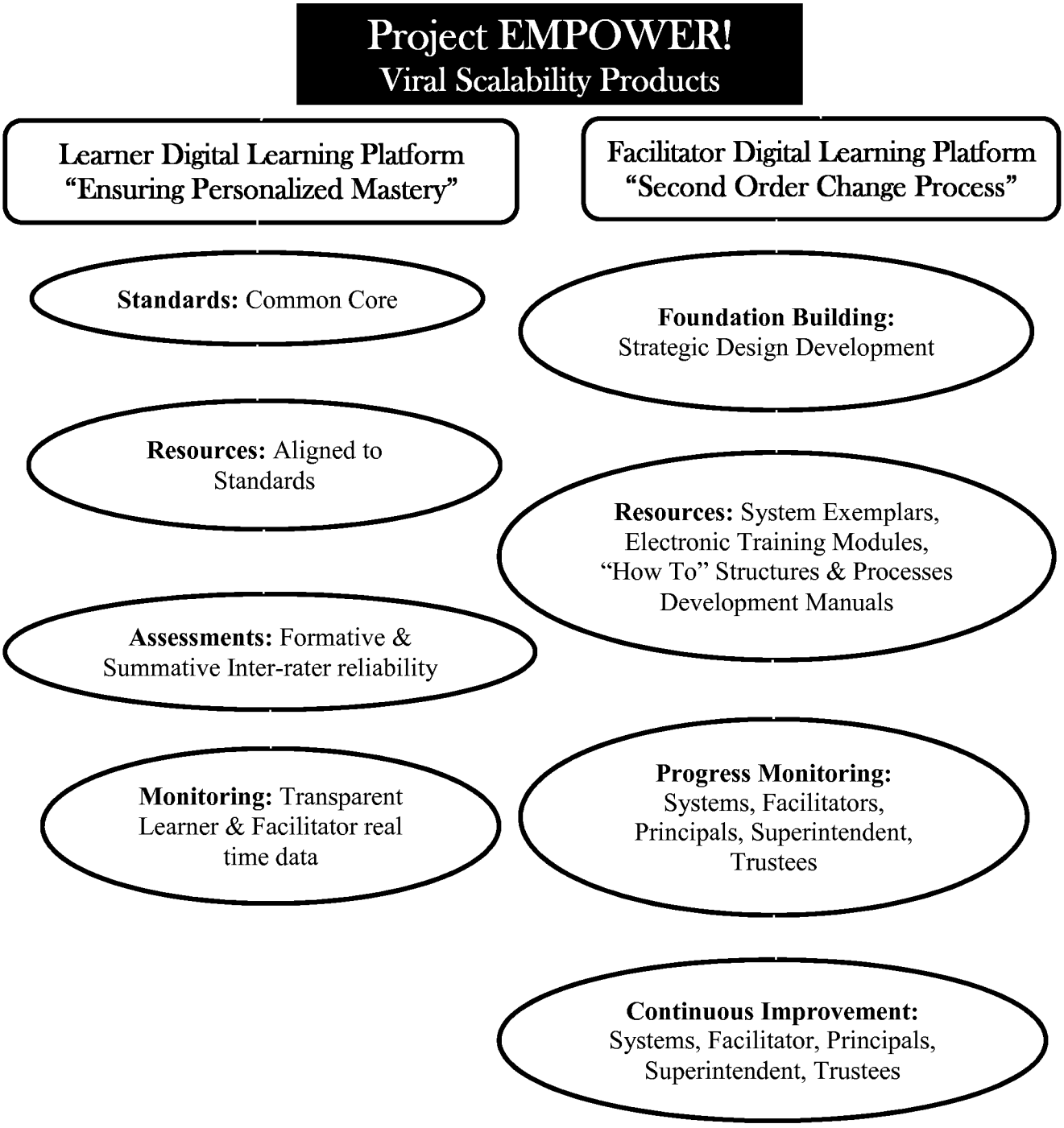
Organizations are delayed in their efforts to build Personalized Mastery systems due to the lack of immediate access to student standards and assessments articulated in performance

levels, as well as the process knowledge for successful implementation of system-wide reform. There is significant need for an easy to use, differentiated digital learning platform to assist organizations in creating successful Personalized Mastery systems.

Through this project, LUSD and its partners will develop two ***Digital Learning Platform*** that allows *viral scalability, 24/7 anywhere anytime learning*, to allow education systems across the nation to navigate the complex change process from a time-based, teacher-centered paradigm to Personalized Mastery Learning. This robust platform will set the industry standard for professional development to achieve meaningful systems change.

The Digital Learning Platforms developed and implemented through the administration of this grant consists of two components – a **Learner** (Student) platform and a **Facilitator** (Educator) platform. The Learner DLP includes student standards and assessments in multiple content areas, and a wealth of resources for students to master content. The Learner DLP will provide the structure necessary for systematic implementation of **Personalized Mastery Learning**. The Learner version will be very similar to what LUSD currently uses (*Educate*) but will contain more robust content such as CCSS and Life Long Learning Standards, assessments to measure advanced application of learning (Level 4), and associated learning support developed through the proposed project.

The Facilitator DLP does not currently exist for a Personalized Mastery system and would be developed entirely through Project **EMPOWER!** The Facilitator DLP will provide instructional content that is pre-matched to standards within the guaranteed and viable curriculum, with accompanying teacher assessment tools, manuals and courses for acquiring or improving performance based learning instructional skills. In addition, the Facilitator DLP will allow LUSD and other districts to monitor staff and organizational progress as well as provide digital professional development resources such as training videos to support professional development. LUSD and its partners will provide the resources needed to make the ***Learner*** and ***Facilitator*** **DLPs** available to schools and districts for accelerated implementation by the end of the project period. The graphic on the following page illustrates the components of both Digital Learning Platforms.


Project EMPOWER!
Viral Scalability Products
Learner Digital Learning Platform
"Ensuring Personalized Mastery"
Facilitator Digital Learning Platform
"Second Order Change Process"
Standards: Common Core
Foundation Building:
Strategic Design Development
Resources: Aligned to
Standards
Resources: System Exemplars,
Electronic Training Modules,
"How To" Structures & Processes
Development Manuals
Assessments: Formative &
Summative Inter-rater reliability
Monitoring: Transparent
Learner & Facilitator real
time data
Progress Monitoring:
Systems, Facilitators,
Principals, Superintendent,
Trustees
Continuous Improvement:
Systems, Facilitator, Principals,
Superintendent, Trustees
A 24/7 Dual Learning Platform for:
Accelerated Second Order Systems Change from a Time Based/Facilitator
Centered Paradigm to a Personalized Mastery Paradigm

LUSD will scale-up our reform effort in and beyond the district through the professional development component of the project. LUSD will design a 5-day Learning Symposium to be held each summer throughout the project period as a vehicle for professional development and training. Experts in the field of education reform and PBS such as Dr. Robert Marzano, Bea McGarvey, Reinventing Schools Coalition, WestEd, Three Shapes, and Fresno State University, will join LUSD to provide workshops on topics such as leadership development, transformational technology, assessment-driven instruction, project-based learning, and change management. An additional 7 days (2 in October, 3 in February, and 2 in May) will be focused on instructional delivery and leadership; follow-up support in the form of coaching (on site and virtual) and collaboration will ensure theory translates into a highly skilled community of practice. In year 4 of the project, educators and leaders from throughout the region will be invited to participate in the Symposium expanding LUSD's innovative educational strategies beyond the boundaries of Lindsay. Additionally, during Year 4, a more comprehensive version of both Digital Learning Platforms will be introduced to the wider educational community.

Our theory of change (see graphic in Appendix, page 184) is based on three research-based concepts. First, successful school or district level systemic reform requires more than changing one factor at a time. Systemic changes that substantially increase the number of college and career ready students require changing multiple key elements of the system that interact to produce the desired result (Bryk et al., 2010; Cervone & McDonald, 1999; Fullan, 2008, 2009; Levin, 2008; Levin et al., 2008). Second, successful school-or district-level reforms—those that substantially increase student achievement—include most, if not all, of these key elements: (a) ambitious standards; (b) strong links between the understanding and skills in the standards and those measured in the assessments; (c) good data on student progress that is readily and publicly available and (d) capacity building that is embedded in educators' daily work (Barber, 2008; Barber & Mourshed, 2007; Fullan, 2008). Third, any systemic reform, if it is to be successful, must be adapted to the context by the local stakeholders and the reform process must support that adaptation (Hargreaves & Shirley, 2009).

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

LUSD is committed to its vision of **Personalized Mastery Learning** for *all* students and a firm belief that *all* students can learn and achieve success in life. The emphasis is on results –

students demonstrating achievement of high standards. The pace of instruction is based on learning, not how much content must be covered. The curriculum clearly defines what students should know and be able to do and is based on subject matter that is rigorous, integrated around real-world tasks and requires reasoning, problem solving, and communication. Learning experiences are highly engaging, personalized, and driven by the learning modality that best fits the student.

In true performance-based education, students are required to demonstrate mastery (proficiency) before they move to the next level. Assessment is aligned to the curriculum, integrated with instruction and has an emphasis on performance tasks. The ultimate focus is on results and accountability. High expectations for *every* student in *every* school, clarity in expectations of what all students need to know and be able to do, **personalized instruction** at all levels, and the opportunity to demonstrate learning in a variety of ways ensures high levels of achievement and instructional equity. These characteristics perfectly describe LUSD's performance based system.

Please see Appendix pages 152-154, tables 4a-d, for LUSD's goals for improved student outcomes.

(B) Prior Record of Success and Conditions for Reform (45 total points)

(B)(1) Demonstrating a clear track record of success *(15 points)*

The extent to which each LEA has demonstrated evidence of—

(1) A clear record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching, including a description, charts or graphs, raw student data, and other evidence that demonstrates the applicant's ability to—

(a) Improve student learning outcomes and close achievement gaps (as defined in this notice), including by raising student achievement, high school graduation rates (as defined in this notice), and college enrollment (as defined in this notice) rates;

(b) Achieve ambitious and significant reforms in its persistently lowest-achieving schools (as defined in this notice) or in its low-performing schools (as defined in this notice); and

(c) Make student performance data (as defined in this notice) available to students, educators (as defined in this notice), and parents in ways that inform and improve participation, instruction, and services.

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: Four pages (excluding tables)

B. Prior record of success and conditions for reform

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

LUSD began the work to redesign the delivery of instruction in our schools in 2007, the actual implementation of the performance based system began with the 9th grade class in fall 2009 at Lindsay High School (LHS) with district-wide implementation in 2011. While it is still too early to conclusively state the full impact of the PBS K-12, **there is promising data** that supports the conclusion that PBS is making a difference in the success of our students.

The potential impact of the PBS is demonstrated by the growth in student achievement at LHS during the first three years of implementation (2009-2012). Scores on the California Academic Performance Index (API) have grown by 91 points; English language arts (ELA) proficiency rates for 9th graders has increased from 29% (2009) to 41% (2012); for 10th grade students, ELA proficiency has grown from 25% in 2009 to 37% in 2012; the percentage of 11th graders proficient in ELA increased from 21% in 2009 to 42% in 2012 (see chart, right). The table below shows the ELA performance of LHS's first PBS class, comparison to other similar schools in the region on the California Standards Tests (CST); these students have outperformed students from most other sites each year. Since the PBS was implemented at LHS, each new PBS cohort has outperformed the pre-PBS results in ELA as measured by the percent of students who score *Proficient* or above on the CST. The percentage of students proficient in ELA decreased over time at the similar schools; LHS sustained or improved the percent proficient over the same period.

CST ELA % of Learners *Proficient* or *Advanced* by Grade, Year, and PBS status – LHS

Year		Grade 9	Grade 10	Grade 11
2009	% Prof	*29%*	*25%*	*21%*
	# Tested	283	238	267
2010	% Prof	**44%**	*26%*	*30%*
	# Tested	257	268	211
2011	% Prof	**48%**	**34%**	*30%*
	# Tested	293	240	252
2012	% Prof	**41%**	**37%**	**42%**
	# Tested	279	283	187

Results Prior to PBS
Results after PBS

ELA CST Percent of Learners *Proficient* or *Advanced* by School/District and Year

Year		LUSD's ***First*** PBS class in ELA					
		Woodlake	Farmersville	Orosi	Strathmore	Granite Hills	LHS
2010, ELA 9, Gr 9	% Prof	39%	43%	21%	27%	48%	**44%**
	# Tested	187	184	283	91	294	257
2011, ELA 10, Gr 10	% Prof	39%	32%	19%	31%	37%	**34%**
	# Tested	169	170	258	81	268	240
2012, ELA 11, Gr 11	% Prof	37%	34%	23%	34%	34%	**42%**
	# Tested	146	155	214	68	211	187

Over the last 2 years, all grade levels but two posted their highest percent proficient in ELA since 2005. See chart below.

CST ELA Percent of Learners Proficient and Above by Grade, 2005-2012										
	Grade									
Year	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11
2005	16%	10%	25%	21%	18%	20%	18%	28%	17%	22%
2006	16%	13%	35%	21%	20%	18%	22%	26%	22%	25%
2007	18%	11%	31%	32%	16%	19%	21%	36%	18%	21%
2008	21%	7%	27%	24%	***33%***	21%	21%	32%	23%	17%
2009	21%	10%	32%	27%	25%	***33%***	28%	27%	24%	19%
2010	28%	11%	33%	27%	30%	22%	39%	43%	24%	26%
2011	***33%***	***23%***	***41%***	27%	28%	21%	29%	***47%***	32%	27%
2012	***33%***	13%	40%	***35%***	28%	32%	***40%***	40%	***35%***	***35%***
										Highest % P/A over last 8 years

Since PBS was implemented at LHS, each new PBS cohort (except 2011-12 9th graders) has outperformed pre-PBS results in mathematics (see chart below) as measured by the percent of students who score proficient and above on the CST. In science, history/social science, the percentage of students in grades 9-10 who scored at proficient or above on the CST increased with the implementation of PBS and stayed at a higher level in 2010-11 and 2011-12. Math data have not shown any notable improvement since implementation at LHS (see chart below) demonstrating that improvements are still needed.

Lindsay High School CST Math % of Learners Proficient and Above by Grade, Year, and PBS status				
		Course		
Year		Gr 9 Alg I	Gr 10 Geom	Gr 11 Alg II
2008	% Prof	*11%*	*0%*	*1%*
	# Tested	183	125	113
2009	% Prof	*13%*	*6%*	*0%*
	# Tested	204	93	100
2010	% Prof	**16%**	*4%*	*3%*
	# Tested	256	80	73
2011	% Prof	**26%**	**24%**	*2%*
	# Tested	287	94	52
2012	% Prof	**3%**	**28%**	**17%**
	# Tested	244	71	54
				Results Prior to PBS
				Results after PBS

In terms of closing the achievement gap for English Learners (EL), LUSD has made considerable progress since developing a **student-centered learning model**. According to the results of the California English Language Development Test (CELDT), the district made its

Annual Measurable Achievement Objective (AMAO-1, percent of English Learners making progress in learning English) for the first time since 2007-08. In 2011-12, all schools met AMAO-1 except Cairns Continuation High. In 2011-12, the first year of PBS in grades K-11, five of the district's eight schools met AMAO-2 (percent of ELs attaining English proficiency) for the "less than 5 years in US" cohort and four schools met the goal for the "5 or more years in US" cohort. This was the first year that the district met the AMAO-2 since the California Department of Education (CDE) began tracking data by cohort. See AMAO data tables in Appendix, page 185.

Since implementing PBS at Lindsay High School in 2009, the percent of 10th grade learners passing the California High School Exit Exam (CAHSEE) in English Language Arts increased by 9 percentage points the second year, and an additional 2 percentage points the third year. CAHSEE math data showed growth of 9 percentage points in 2010-11, when the first cohort of PBS students took the CAHSEE (these students began in PBS as freshmen in 2009-10).

ELA CAHSEE Percent of 10th Graders Passing by Gender, 2005-06 to 2011-12 – LHS							
Percent Passed	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
All Students	63%	65%	67%	72%	67%	**76%**	**78%**
Male	56%	57%	59%	68%	61%	73%	71%
Female	69%	73%	74%	76%	72%	79%	86%

Math CAHSEE Percent of 10th Graders Passing by Gender, 2005-06 to 2011-12 – LHS							
Percent Passed	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
All Students	72%	71%	75%	73%	73%	**82%**	**70%**
Male	71%	67%	73%	78%	71%	84%	65%
Female	74%	75%	77%	69%	75%	80%	75%

Project **EMPOWER!** challenges the systemic elements of the traditional education system that have resulted in inequity and stagnant levels of achievement in high poverty, high minority schools by re-engineering instruction to focus on student learning. LUSD is one of only a handful of schools in the United States that has reconfigured its educational system so that it is designed to achieve success for all students, regardless of socioeconomic background or language proficiency. LUSD has invested significant resources to establish the structures, policies, and practices essential to student learning.

Based on a wide body of research on what works in low-performing schools (Marzano, 2000; Education Trust, 1999; Corallo, McDonald, 2002; Berman, 2000; D'Amico et al, 2001),

best practices in performance-based learning (Marzano, 2003; McGarvey, Schwahn, 2012), and our promising outcome data, LUSD is confident in its ability to successfully turn around our low-achieving schools through sustainable ***district-wide systemic and systematic practice.***

The use of technology to manage data around individualized student learning is critical to manage the processes, learning objectives, assessment, rubrics, and performance data of the PBS. LUSD has committed extensive resources (time, expertise, and funds) to 1) develop a transparent student information and learning management system that is comprehensive and easy-to-use, and 2) provide training for all stakeholders on how to access and use the system. Data to inform instruction and monitor student progress is housed on *Educate* which links the architecture of two information systems: 1) a student information system of data that supports principals, teachers, and students; and 2) a learning management system that maintains curricula, standards, and competencies. Parents and students can access the system to monitor student progress; students can develop individual learning plans, take assessments, and view curriculum and resources; teachers and principals can view a student's learning trajectory to monitor progress, differentiate instruction, inform decision-making, and view progression toward college and career-ready standards.

As part of Project **EMPOWER!** LUSD will work with our partners to expand and enhance the Learner Digital Learning Platform (DLP) and develop the Facilitator DLP that will be housed on *Educate*.

(B)(2) Increasing transparency in LEA processes, practices, and investments *(5 points)*

The extent to which each LEA has demonstrated evidence of—

A high level of transparency in LEA processes, practices, and investments, including by making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration. At a minimum, this information must include a description of the extent to which the applicant already makes available the following four categories of school-level expenditures from State and local funds:

(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 (information on the survey can be found at http://nces.ed.gov/ccd/f33agency.asp);

(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).

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: One page

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

Project **EMPOWER!** is committed to the concept of operating an effective, efficient, and transparent program. LUSD is already in the practice of making district personnel salaries and expenditures, both personnel related and non-personnel related, available for view by the community at large via the LUSD website; this project is poised to continue in that tradition. Additionally, the processes, practices, and educational investments related to the program, as well as student assessment and project progress data, will be made available via the project's DLPs and publications. Aggregate student achievement data and project activity progress will be available to the students, parents, and community stakeholders through the public portal on the DLPs, while specific student achievement data, assessments, and associated curricula and Measurement Topics will be available for access by students, parents, and teachers through the Learner and Facilitator portals within the DLP. The chart below includes school-level expenditures for 2010-11, the first year of district-wide transition (K-12) to the LUSD's PBS model. Please note that all funding sources have been allocated to every aspect of the PBS as it is a district-wide systemic application of our reform effort.

PERSONNEL EXPENDITURES	
Supplemental Pay for Additional Roles	$690,482
NON-PERSONNEL EXPENDITURES	
Professional Development	$44,725
Instructional Materials/Supplies	$234,284

(B)(3) State context for implementation (*10 points*)

The extent to which each LEA has demonstrated evidence of—

Successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the applicant's proposal.

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: Three pages

(B)(3) State context for implementation

LUSD has successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the PBS described in this proposal. Although the California public schools system is under the policy direction of the Legislature, more local responsibility is legally granted to school districts and county education officials than to other government entities and officials; laws relating to local schools occupy a unique constitutional position. Under this "permissive education code," as long as a statute does not prohibit a program or activity and it is consistent with the purposes for which school districts are established, it can be undertaken. Please see below for California Education Code Section 35160, Section 35161.1.(a), and (b).

- 35160. On and after January 1, 1976, the governing board of any school district may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which school districts are established.
- 35160.1. (a) The Legislature finds and declares that school districts, county boards of education, and county superintendents of schools have diverse needs unique to their individual communities and programs. Moreover, in addressing their needs, common as well as unique, school districts, county boards of education, and county superintendents of schools should have the flexibility to create their own unique solutions. (b) In enacting Section 35160, it is the intent of the Legislature to give school districts, county boards of education, and county superintendents of schools broad authority to carry on activities and programs, including the expenditure of funds for programs and activities which, in the determination of the governing board of the school district, the county board of education, or the county superintendent of schools are necessary or desirable in meeting their needs and are not inconsistent with the purposes for which the funds were appropriated. It is the intent of the Legislature that Section 35160 be liberally construed to effect this objective.

The California State Superintendent of Public Instruction, Tom Torlakson, and several members of his staff visited Lindsay High School on May 15, 2012, to view the PBS program in action. Mr. Torlakson was impressed with the level of implementation of the personalized mastery learning environment and the motivation and ownership of the program by students and

staff. Following the visit to Lindsay, he attended a regional superintendents' Roundtable Discussion in Earlimart, CA, where he talked enthusiastically about the innovative educational reform efforts he had just seen in the LUSD. We continue to get calls from the State Superintendent's office, requesting information about various components of our program.

The California Department of Education recently sent a letter stating that the Department is proud to have such an innovative and groundbreaking school district in the state and commended our efforts to improve the education of our students.

(B)(4) Stakeholder engagement and support *(10 points)*
The extent to which each LEA has demonstrated evidence of—

Meaningful stakeholder engagement in the development of the proposal and meaningful stakeholder support for the proposal, including—

(a) A description of how students, families, teachers, and principals in participating schools (as defined in this notice) were engaged in the development of the proposal and, as appropriate, how the proposal was revised based on their engagement and feedback, including—

(i) For LEAs with collective bargaining representation, evidence of direct engagement and support for the proposals from teachers in participating schools (as defined in this notice); or

(ii) For LEAs without collective bargaining representation, at a minimum, evidence that at least 70 percent of teachers from participating schools (as defined in this notice) support the proposal; and

(b) Letters of support from such key stakeholders as parents and parent organizations, student organizations, early learning programs, tribes, the business community, civil rights organizations, advocacy groups, local civic and community-based organizations, and institutions of higher education.

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: Three pages

(B)(4) Stakeholder engagement and support

As previously mentioned, LUSD brought together parents, teachers, principals, students, administrators, representatives from the teachers' union, classified employees union, community members, business organizations, and other partner organizations (initial forum included over 120 people) to develop the vision for learning in LUSD. Community forums and focus groups (in Spanish and English) were held throughout the Spring of 2007 and informed the development of the district *Strategic Design* adopted by the LUSD Board of Trustees in July of 2007 - building the future together; creating ownership of the system at all levels in the school community.

Students, parents, teachers, and administrators are engaged on an ongoing basis in the decision-making process, evaluation, feedback, and refinement of the PBS as part of our framework for continuous improvement. All stakeholders were involved in the development of this proposal through participation in the assessment of current strengths and needs (survey, focus group, individual interview) and review of proposed project activities. This was a comprehensive study facilitated by California State University, Fresno, doctoral students and had very high response rates from all stakeholders. Recommended actions were considered in the development of this proposal. Support for PBS and the proposed project is demonstrated in letters of support from key stakeholders (Lindsay City Manager, all school principals, teaching staff, and parent groups, etc.) and partners included following the Appendix.

LUSD has developed a strong working relationship with the local teachers' union; union representatives have been involved in the development of the district vision, mission, and Strategic Design. Collaboratively with LUSD, the local bargaining unit has agreed to develop a Certificated Evaluation System linking teacher performance to student learning outcomes. This union support for teacher evaluation tied to student performance is *unique in the state of California*. In addition to developing a new evaluation system, union leaders have also indicated their support for 12-15 additional teacher workdays for targeted professional development that will result in the efficient/effective implementation of the LUSD PBS and greater support for students. For this proposal, LUSD has begun preliminary discussions to obtain support for adding 12 additional teacher days to the 2013-14 school year for targeted professional development. Supporting documents are included in the Appendix (pages 186-188).

(B)(5) Analysis of needs and gaps (*5 points)*

The extent to which each LEA has demonstrated evidence of—

A high-quality plan for an analysis of the applicant's 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.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Two pages

(B)(5) Analysis of needs and gaps

The following chart illustrates the needs and gaps, solutions provided through our high quality plan, timeline, and person/partner responsible.

GAPS/NEEDS	SOLUTIONS	TIMELINES AND PERSON(S) RESPONSIBLE
Legend: CCSS-Common Core State Standards; CCR-College & Career Readiness; LT-Leadership Team; CS-Curriculum Specialist; MT-Measurement Topic		
GOALS 1-5/STRATEGY: DEVELOPING AND REFINING ALL ASPECTS OF THE LUSD PBS WITH THE GOAL OF ENSURING INDIVIDUALIZED PERSONAL MASTERY LEARNING.		
Curriculum/Unit resource development Level 3-4 & teacher training.	Teacher on Special Assignment (TOSA): Curriculum Specialist at K-6 and 7-12th.	**Hire in Year 1** LUSD
Limited Level 4 content/performance based assignments and assessments.	Level 4 content development for performance tasks, project-based learning modules & assessments.	**Year 1-2** Partners **Year 2-4** LUSD CS
Curriculum aligned MTs with K-12 CCSS and CCR; Life skills/21st Century skills matched to common core standards.	Collaboration with relevant project partners on curriculum alignment; professional development on most effective instructional strategies/content/knowledge/curriculum (depth and complexity); Integrate Life Long learning Standards in K-12 MT.	**Year 1-2** LUSD LT & Partners **Year 2** 12 days in contract with Bargaining Unit (Teacher's Union)
Increased access to training modules for instructional strategies/best practices.	Align most effective strategies to use with CCR and develop training modules and capture on video.	**Year 1-4** Partners **Year 1-2** LUSD CS
GOALS 1-3/STRATEGY : ANYTIME ACCESS TO CURRICULUM, ASSESSMENT, AND RESOURCES (24HRS/DAY – 7DAYS/WK).		
Lack of alignment of MT Assessments with CCSS. Lack of Level 4 Assessments.	Development of L4 Assessments. Content development aligned to L4. Analyze L4 performance tasks and PB assignments to determine the reliability/validity of assessment component.	**Jan-June 2013** District LT **Year 1-2** Partners **Year 2** Partners
Assessments can only be taken online or recorded manually.	Enhance assessment module so common formative assessments can be printed, graded, and scanned directly into the recording/reporting feature.	**Year 1-2** Partners
PD on assessments/use of assessment results/data driven instruction.	Provide training and follow-up, collaborative dialogue, virtual training on use of assessment in a Personalized Mastery system. Scoring/reporting out, *Educate*, calibration.	**Year 1 – Planning** LUSD/partners **Year 2-4** – 5-day Symposium; 7 PD days during school year (contract negotiated) LUSD/partners
Student pathways for CCR not fully integrated in electronic format.	Develop tools to help students understand what skills are required for certain career goals. Develop a better pacing and monitoring tool to inform students, teachers, parents of progress and next steps.	**Year 1-2** Partners **Year 1-4** – LUSD build out curriculum in each of the components

GAPS/NEEDS	SOLUTIONS	TIMELINES AND PERSON(S) RESPONSIBLE
Legend: CCSS-Common Core State Standards; CCR-College & Career Readiness; LT-Leadership Team; CS-Curriculum Specialist; MT-Measurement Topic		
Lack of immediate access to information needed to build Personalized Mastery System in other districts.	Create a Digital Learning Platform to house all standards, assessment, professional development, and system change documentation. Develop a public portal install that will allow organizations to upload and share; replication.	**Year 1-2** - Partners Student Platform Phase 2 **Year 2-4** – Facilitator Platform
Lack of time for teacher professional development.	5-day summer learning symposium and professional development on teacher leadership 2-day fall training, 3-day winter intersession, and 2-day spring training.	**Year 2-4** Partners
Expand the CCR pathways.	Instituting teachers as facilitators. Career experience via regional business partnerships.	**Year 1-4** Partners
Student pathways for CCR not fully integrated in electronic format.	Develop tools to help students understand what skills are required for certain career goals. Develop a better pacing and monitoring tool to inform students, teachers, parents of progress, and next steps.	**Year 1-2** (12 mo) Partners **Year 1-4** LUSD
Student fully taking ownership in the educational process. Teachers at all grade/content levels adopting a co-facilitator role.	Develop leadership and ownership in the educational process through student focused curriculum. Adoption of new role through professional development days and administrative leadership.	**Year 1-4** Teachers, students **Year 2-4** Partners
Content mastery materials and assessments Level 1-4.	District and partners to collaborate and develop Common Core aligned tools, assessments, and content for PBS.	**Year 1-4** LUSD, Partners
GOALS 1-5/STRATEGY: GREATER ACCESS TO TECHNOLOGY AND EXPANDED INSTRUCTION ON FURTHER INTEGRATION OF TECHNOLOGY IN THE CLASSROOM.		
Lindsay community is wired for WiFi service but there is a lack of personal mobile devices available for anytime access to learning at all grades/schools in district.	Expand usage of mobile devices through all grades and schools. Modify checkout terms and increase capacity of checkout system. Purchase additional mobile devices to increase access.	**Year 1-4** LUSD
Lack of technology support personnel to scale up infrastructure and ongoing resource development.	Hire Instructional Technology Specialist to lead tech efforts and provide link between curriculum work and the tech.	**Year 1-4** – LUSD
Expand tech training to include blended learning/flipped classrooms.	5-day summer learning symposium, additional PD days.	**Year 2-4** LUSD, Partners
Use of technology to individualize instruction and customize instructional strategies to suit different learner styles.	Build technology into the classroom culture and classroom management. Utilize professional development training and technology resources to differentiate instruction.	**Year 1-4** LUSD

GAPS/NEEDS	SOLUTIONS	TIMELINES AND PERSON(S) RESPONSIBLE
Legend: CCSS-Common Core State Standards; CCR-College & Career Readiness; LT-Leadership Team; CS-Curriculum Specialist; MT-Measurement Topic		
GOALS 1-5/STRATEGY: INTEGRATED SYSTEM OF ASSESSMENT FOR DEVELOPING AND SUSTAINING CUSTOMIZED LEARNING EXPERIENCES, AND HIGHLY EFFECTIVE TEACHERS AND PRINCIPALS TRAINED IN THE PBS.		
Digital Learning Platform that is available 24/7, anywhere in the community.	Implementation of the Digital Learning Platforms structure for systematic implementation of a personal mastery system.	**Year 1-4** LUSD, Partners
Expanded capabilities that include Level 4 tasks, assessment, instructional videos and podcasts.	District and partners to collaborate and develop common core aligned tools, assessments, and content for Digital Learning Platform.	**Year 1-4** LUSD, Partners

C. Preparing Students for College and Careers (40 total points)

(C)(1) Learning *(20 points)*

The extent to which the applicant has a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan must include an approach to implementing instructional strategies for all participating students (as defined in this notice) that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards (as defined in this notice) and college- and career-ready graduation requirements (as defined in this notice) and accelerate his or her learning through support of his or her needs. The quality of the plan will be assessed based on the extent to which the applicant proposes an approach that includes the following:

Learning: An approach to learning that engages and empowers all learners, in particular high-need students, in an age-appropriate manner such that:

(a) With the support of parents and educators, all students—

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

(ii) Identify and pursue learning and development goals linked to college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), understand how to structure their learning to achieve their goals, and measure progress toward those goals;

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

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

(v) Master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving;

(b) With the support of parents and educators, there is a strategy to ensure that each student has access to—

(i) A personalized sequence of instructional content and skill development designed to enable the student to achieve his or her individual learning goals and ensure he or she can graduate on time and college- and career-ready;

(ii) A variety of high-quality instructional approaches and environments;

(iii) High-quality content, including digital learning content (as defined in this notice) as appropriate, aligned with college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice);

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

(A) Frequently updated individual student data that can be used to determine progress toward mastery of college- and career-ready standards (as defined in this notice), or college- and career-ready graduation requirements; and

(B) Personalized learning recommendations based on the student's current knowledge and skills, college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), and available content, instructional approaches, and supports; and

(v) Accommodations and high-quality strategies for high-need students (as defined in this notice) to help ensure that they are on track toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice); and

(c) Mechanisms are in place to provide training and support to students that will ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Eight pages

C. Preparing students for college and careers

(C)(1) Learning

Personalized mastery learning in our PBS offers a great deal of promise and possibility to address LUSD's educational challenges and goals to: 1) ensure equity for *all* learners; 2) better engage *each* learner to achieve at higher levels; 3) propel *every* learner toward mastery of college and career ready skills; and 4) prepare *all* learners for success in the global, knowledge-based society as critical/creative thinkers and self-directed life-long learners. The proposed project will build on the structures for learning established in the reform period (2007-2012) **to bring personalized mastery learning to district-wide systemic and systematic practice**.

In LUSD's PBS system, the approach to the teaching and learning process addresses what students will learn, how they will learn, how they will be assessed and graded, and how their performance will be reported – *clearly identifying what they need to know and do to accomplish their learning goals*. Each learner is met at his/her academic performance level and guided to meet his potential through individualized personal mastery learning that includes a wide range of instruction resources, content, and strategies appropriate for his learning style, abilities, and interest. LUSD's Life Long Learning Standards (LLLS) clearly describe the life skills our learners will need to be successful in the 21st century; a student embodying those skills would be a well-balanced person, a self-directed life-long learner, a caring and compassionate community member, a civic-minded person, a responsible global citizen, a quality producer and resource manager, and a culturally aware individual (see Appendix for an example of LLLS scoring rubric, page 183). Per LUSD Board policy, demonstration of mastery of life skills is part of the requirements to graduate from the district. The pathway from level to level – and ultimately graduating on-time, college and career ready – is clearly articulated to all stakeholders, accessible electronically (*Educate*), on the district and school websites, and in print materials available in English and Spanish.

> *What if….*
>
> Every day, every learner comes to school and is met with customized learning activities at his/her precise developmental and achievement level, is learning in one of his/her most effective learning modes, is learning with content of interest to himself/herself, is challenged, is successful and left school eager to come back tomorrow.
>
> *Inevitable: Mass Customized Learning*
> *Schwahn & McGarvey*

The essential ingredients of the LUSD PBS are *student engagement, motivation, ownership, leadership and responsibility*; the system ensures that 1) students are aware of the standards they must learn for high school graduation and 2) they take responsibility for learning them. Students are not only allowed to co-lead their learning journey, they are encouraged and *empowered* to take the lead in every phase of learning including goal setting, tracking progress, and assessment - working through learning levels at their own pace and *deepening their learning experience based on their interest level.* As students move towards mastery, learning goals go beyond content knowledge to include communication, collaboration, creativity, critical thinking, and problem solving by working individually, peer-to-peer, in small group learning teams, and via online communities.

The teacher's role in our PBS is that of facilitator and coach, guiding students as they move in and out of levels in different content areas. Student abilities and learning styles drive content, process and product; teachers must incorporate a variety of teaching techniques and pedagogical strategies that provide students with a variety of opportunities to engage in the learning process, help them understand how to manage their learning to meet their goals, and monitor their progress to customize learning. Project **EMPOWER!** will provide professional development and training to build the capacity of teachers to expand their toolbox of best practices in a performance based, personalized mastery system.

Students progress to more advanced work upon *demonstration of mastery learning* by applying specific skills and content. They prove that they have mastered the skills and content through multiple demonstrations of learning using techniques such as formative assessment, digital learning tools, performance-based assessment, presentations, and peer-to-peer instruction. Providing multiple, varied opportunities to prove mastery better reflects student diversity and provides a more accurate measure of achievement.

In the LUSD PBS, students of varying ages work together on specific content or skills; by contrast, a traditional model would place them in different grades. Struggling students have access to different types of activities and can work at their own pace; students who quickly grasp the concept can advance to the next level whenever they prove ready. For example, a 10-year old learner may be reading at a third grade level but doing sixth grade math. A high school student

may be taking algebra while completing advanced online courses in history. Flexible scheduling permits students to move in and out of levels as they demonstrate mastery.

The guaranteed and viable curriculum is organized in a Measurement Topic (MTs) format articulated into performance levels; learners and parents receive information regarding learner progress on MTs on a scoring scale ranging from Level 0 to Level 4 (see scoring scale below). The scale replaces letter grades and is accepted by colleges and universities as a method of reporting learner performance.

PERFORMANCE LEVEL	WHAT THE LEARNER KNOWS
Level 4	All the simple knowledge and skills, all of the complex knowledge and skills, and goes beyond what was taught in class to apply the knowledge.
Level 3.5	All the simple knowledge and skills, all of the complex knowledge and skills, and in-depth references and applications with partial success.
Level 3.0	All the simple knowledge and skills, and all of the complex knowledge and skills (mastery).
Level 2.5	All the simple knowledge and skills, and some of the complex knowledge and skills.
Level 2.0	All the simple knowledge and skills.
Level 1.5	With help, the learner knows some of the simple knowledge and skills, and some of the complex knowledge and skills.
Level 1.0	With help, the learner knows some of the simple knowledge and skills.
Level 0	Even with help, the learner does not know any of the simple or complex knowledge and skills.

LUSD understands and values technology as a powerful tool to enhance teaching and learning and to support flexible, anytime/anywhere learning beyond the walls of the classroom through online or blended learning. **Personalized mastery learning** requires access and exposure to a plethora of curriculum resources to meet the wide range of student learning styles, performance and interest, and individual student needs. Online or blended learning can provide access to diverse cultures and experiences, courses not otherwise available, give additional help or support, and allows for deepening the learning experience as students can pursue areas of interest and coursework that is appropriately challenging. Digital learning content and resources are aligned with MTs at all levels of performance, used to differentiate and personalize

instruction, enhance learning with multimedia components, and help students construct new knowledge.

All learners have access to a *personalized sequence of instruction*, which places them according to performance on initial placement assessments. Ongoing (daily, weekly) formative assessments are used to measure progress toward mastery of MTs. Teachers monitor student progress and provide feedback, learning support, and additional resources to challenge students to achieve learning goals. Content at all performance levels is aligned to rigorous state standards (alignment to Common Core State Standards [CCSS] as part of the proposed project) and college/career-ready (CCR) standards.

Teachers provide a *variety of instructional approaches* to meet the needs of the individual student, monitoring progress and coaching them as they progress through the levels of performance. Students are able to obtain individual help if struggling to meet standards through support in small groups and access to resources in a variety of settings including online, peer-to-peer opportunities, and project based learning activities.

Access to high quality content, including high quality digital content and resources, connected to CCSS and CCR is included as part of the individualized learning plans. LUSD is committed to ensuring equity in access to the guaranteed and viable curriculum and access to technology at *school, home, and wherever learning takes place*, including high speed broadband, instructional applications, and related tools and resources. This flexibility and technology options are critical components of our PBS. Lindsay is an impoverished rural community; families have limited fiscal resources and most do not have access to computers and very few have a reliable Internet connection in their home. To be able to bring the **personalized mastery learning environment** to scale, LUSD has committed significant funds over the last several years to create an infrastructure and provide technology tools for teachers and students to use beyond the classroom. Through a partnership with Verizon, the community of Lindsay became a wireless hub; all students with netbooks or tablets (provided by LUSD if families do not have one) have access to digital content, MTs, assessments, individual learning plans, e-portfolios, and online communities. Access to high quality, advanced learning (Level 4) for anytime learning will be expanded through Project **EMPOWER!**

Creating a personalized mastery learning system requires data and assessment systems which track, illustrate, and translate the data to inform not only the student and teacher, but also help determine the instructional tools, content, and learning approach best suited for each student. LUSD uses the *Educate* software to track and monitor student progress towards mastery of standards and completion of graduation requirements. Students, teachers, and parents can access student information and progress at any time. Teachers have access to up-to-date information in time to choose instructional strategies, supports, content, and needed resources to ensure students are on track to graduate.

For example, students can determine if they are on track for meeting a learning goal or on track to graduate by using the Learning GPS, a tracking and goal setting tool within *Educate*. The term GPS comes from the Global Positioning System (GPS) used in a car to track where you are and where you are headed. Within the Learning GPS, a learner can create a Learning Road Map that includes where he/she will need to go (content level), where he/she is going (total number of standards assigned), where he/she has been (standards mastered), and finish date. There is a gauge that shows whether you are on the pace needed to reach your goal.

Through Project **EMPOWER!**, *Educate* will be expanded to include Level 4 (L4) content and assessments as well as enhancing the capability for a more sophisticated learning platform that will deliver matching interventions, engaging digital content and instructor-delivered resources (online and face-to-face), allowing for immediate access to assessment data, and increasing the bank of content accessible anytime, anywhere. The following is an example of what a learner will experience when he/she accesses the Learner DLP. The Learner opens his/her

pathway on *Educate*, chooses Current Targeted Content Level (i.e., Language Arts), views the standards and sees that there are 14 Learning Targets (LT) that are needed to achieve mastery in this course. He/she sees that there are 6 LTs that are effectively learned online. The Learner can then click on the link to the technology resources identified for a particular LT, which might include websites, a series of videos, exercises, podcasts, and a discussion forum. The Learner can access this information anytime, anywhere.

Personalized mastery learning requires attention to the unique needs of individual students and their abilities, acknowledging that each have different learning styles including learners with disabilities, English learners, struggling learners, and gifted and talented learners. LUSD's PBS meets each student at their level of need, engages them in the learning process, and utilizes data based decision-making to provide differentiated instruction and learning supports so that every student graduates college and career ready. PBS provides multiple pathways for learners to demonstrate progress toward proficiency and utilizes technology to further differentiate instruction, allowing students with disabilities, ELs, struggling students and more advanced students to participate as equals in the learning experience. Technology also helps empower students to self-monitor and learn their own preferences and settings when using technology for learning, preparing them for life-long learning and work outside of school.

Tracking progress is an important element of student motivation and learning. To ensure that students understand how to use *Educate* and other tools and resources to track and manage their learning, all students participate in a hands-on workshop. Once students successfully complete this hands-on training, they are eligible to check out a district-supplied netbook, tablet, or mobile device which becomes theirs to use 24/7. Using technology resources (smart boards, digital projectors, links to video lessons), teachers provide lessons in the use of *Educate*, how to access MTs, take assessments, and track progress. Lessons are ongoing as learners develop individual learning plans, access content, learn tasks and complete assessments. Training is available on You-Tube and on the LUSD portal for anytime learning and re-teaching. Younger learners will initially need to share this responsibility with the teachers. As students demonstrate proficiency/capability, there is a gradual release of educator control and responsibility as students ultimately take greater control of their learning and progress monitoring. Parents can access technology training on the student information system anytime 24/7. Project **EMPOWER!**

will develop additional training videos to assist students and parents in the use of the expanded progress monitoring systems to track and manage learning.

The following scenario gives a glimpse into the life of a Lindsay High School learner: (b)(6) *is a typical student at Lindsay High School. His mother dropped out of school in the 4th grade, his father in 6th grade to help support and take care of siblings; a cycle for generations in the* (b)(6) *family. With 4 siblings of his own and parents who work 13 hours/day, 6 to 7 days per week, he finds himself with the challenges his parents faced less than two decades prior. As an English Learner, school has always been very difficult for* (b)(6)*; the pace moves far too rapidly for him to achieve mastery of concepts to continue learning at higher levels. His parents want him to be successful in school but they are unable to provide him the future focus, goal setting, technology, and resources that would support him in a meaningful way - until the day his parents were invited to share in a visioning process to create a new learning environment for LUSD kids.*

Three years later, (b)(6) *'s parents are amazed when he brings home his school-issued mobile device with unlimited internet access for 24/7 learning. He launches the digital learning platform,* Educate, *and shows them his individualized learning plan and points out the "real time" reporting of competencies he's mastered, what he is currently learning, and how he will demonstrate mastery based on how he learns best. "I know exactly what I need to know and be able to do now to be good at school," he explains. Next, he sets his graduation goal in the Learner GPS, and the computer shows a 3-year timeline on the pace required to meet his 2015 target. He points out that he is currently 7 months behind pace but has a plan to integrate History Standards with several Reading and Writing Standards into one integrated project to help him accelerate learning.* (b)(6) (b)(6) *[his life coach], is helping me build this project during advisory, and I am going to get extra tutoring from our "Cardinal Pride" student leadership team in after school resource time with teachers. This summer, I get to keep my computer and work through the Learner Digital Learning Platform and I should be on pace by next year. His mother asks him why the sudden change in his attitude toward learning and he replies "I am finally able to learn at a speed that works for me, in a way that I like, so I am ready for school or work." His mother worried about the costs and explained, "We don't have*

money for college, (b)(6) *"* (b)(6) *explains all about the college entry process he learned in "Advisory," the experiences he is gaining in his Career and College Pathway Club, and the potential scholarship from Rural Education for Americans Project, only available in Lindsay, to go to college. "It's all possible. I have a plan and I am learning how to write applications for scholarships, grants and admissions in my applied language arts time. The best part is, I am getting credit in research, grammar and writing while I do it! That is my biggest goal of all," he explains. "What about us? We need you to help provide for our family," his parents ask. "In math we researched median income as it relates to education. With more education comes greater opportunity and higher incomes. I will be a much better provider with an education." His father asks, "I don't understand* (b)(6) *what will you do?". "Field work is a respectable and hard-working job, father, but I love the oceans. I have never been to the ocean but I read everything I can about them in our Language Arts time. One of my science teachers went to the University of California, San Diego (UCSD) and told me they have a great Oceanography program. My AVID teacher took our AVID class to visit UCSD this year. I loved it! My Biology teacher allows me to complete the curriculum with a focus on Oceanography. I'm able to master learning targets while I learn more about things I am interested in. My school is serious about making sure I am college AND career ready. I'm going to achieve my goals!"*

His mother is amused at (b)(6) *'s enthusiasm. "Well* (b)(6) *, is it really all that much better for you? Isn't there anything that you don't like?"* (b)(6) *ponders a moment then responds – "Well, yes, I guess so. They really have high expectations for me. I can't get by on a D- anymore! We have to get a score 3 or better and my teachers are always pushing me to go after Level 4 knowledge, which is like getting an A+. Teachers call this a rigorous expectation to ensure competency. I did not like it at first, but I'm now seeing that it is really the best thing for me, so I guess that is a pretty good thing after all."*

(C)(2) Teaching and Leading (*20 points*)

The extent to which the applicant has a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan must include an approach to implementing instructional strategies for all participating students (as defined in this notice) that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards (as defined in this notice) and college- and career-ready graduation requirements (as defined in this notice) and accelerate his or her learning through support of his or her needs. The quality of the plan will be assessed based on the extent to which the applicant proposes an approach that includes the following:

Teaching and Leading: An approach to teaching and leading that helps educators (as defined in this notice) to improve instruction and increase their capacity to support student progress toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice) by enabling the full implementation of personalized learning and teaching for all students such that:

(a) All participating educators (as defined in this notice) engage in training, and in professional teams or communities, that supports their individual and collective capacity to—

(i) Support the effective implementation of personalized learning environments and strategies that meet each student's academic needs and help ensure all students can graduate on time and college- and career-ready;

(ii) Adapt content and instruction, providing opportunities for students to engage in common and individual tasks, in response to their academic needs, academic interests, and optimal learning approaches (e.g., discussion and collaborative work, project-based learning, videos, audio, manipulatives);

(iii) Frequently measure student progress toward meeting college- and career-ready standards (as defined in this notice), or college- and career-ready graduation requirements (as defined in this notice) and use data to inform both the acceleration of student progress and the improvement of the individual and collective practice of educators; and

(iv) Improve teachers' and principals' practice and effectiveness by using feedback provided by the LEA's teacher and principal evaluation systems (as defined in this notice), including frequent feedback on individual and collective effectiveness, as well as by providing recommendations, supports, and interventions as needed for improvement.

(b) All participating educators (as defined in this notice) have access to, and know how to use, tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation requirements (as defined in this notice). Those resources must include—

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

(ii) High-quality learning resources (e.g., instructional content and assessments), including digital resources, as appropriate, that are aligned with college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), and the tools to create and share new resources; and

(iii) Processes and tools to match student needs (see Selection Criterion (C)(2)(b)(i)) with specific resources and approaches (see Selection Criterion (C)(2)(b)(ii)) to provide continuously improving feedback about the effectiveness of the resources in meeting student needs.

(c) All participating school leaders and school leadership teams (as defined in this notice) have training, policies, tools, data, and resources that enable them to structure an effective learning environment that meets individual student academic needs and accelerates student progress through common and individual tasks toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice). The training, policies, tools, data, and resources must include:

(i) Information, from such sources as the district's teacher evaluation system (as defined in this notice), that helps school leaders and school leadership teams (as defined in this notice) assess, and take steps to improve, individual and collective educator effectiveness and school culture and climate, for the purpose of continuous school improvement; and

(ii) Training, systems, and practices to continuously improve school progress toward the goals of increasing student performance and closing achievement gaps (as defined in this notice).

(d) The applicant has a high-quality plan for increasing the number of students who receive instruction from effective and highly effective teachers and principals (as defined in this notice), including in hard-to-staff schools, subjects (such as mathematics and science), and specialty areas (such as special education).

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Eight pages

(C)(2) Teaching and Leading

The role of the teacher dramatically changes in a student-centered, **personalized** mastery learning system from that of a single teacher delivering knowledge to a classroom of students, to teachers as learning facilitators and coaches, part of a team of teachers with differentiated roles to orchestrate what is best needed for *each* learner. LUSD's transformative redesign shifts from institution/teacher centered to an authentic **student**-centered approach specifically tailored to the abilities, interests, preferences, and other needs of the individual student. The following chart illustrates the teacher's changing role from a traditional model to a personalized mastery learning system (adapted from *Innovate to Educate*, 2010).

Teaching and Learning Traditional Model	Facilitating and Leading Personalized Mastery Learning Systems
Mass Production	Mass Customization
Time Constant/Achievement Variable	Time Variable/Achievement Constant
Common-Pace Instructional model	Variable-Pace Learning Model
Institution/Teacher Centered	Student-Centered
Fixed Place; School-Based	Anywhere and Everywhere; Mobile
Academics Addressed in Isolation	Learning Plan Integrates Social and Emotional, Physical with Academic
Fixed time	Flexible schedule
One-Size-Fits-All Instruction/Resources	Differentiated Instruction
Teach the Content: Sage on the Stage	Teach the Student: Guide at the Side; Collaborative Learning Communities
Comprehensive Teacher Role	Differentiated and Specialized Teacher Role
Physical/Face-to-Face Learning	Online Learning Platform to Enable Blended Learning

To further support the transformation of teachers into learning facilitators, Fresno State University is collaborating with the LUSD Leadership team to develop a residency program that prepares new teachers to work in a personalized PBS. This lab-school project will not only result in strengthening the LUSD PBS, it will act as a base to provide trained PBS teachers for other districts wishing to implement personalized mastery learning.

Research shows that the teacher is the single most important factor in a learner's academic progress. The second most important factor in student performance is the school principal who provides effective instructional leadership to teachers. *All* learners, particularly students with disabilities and language learners, need effective teachers and principals to accelerate learning.

Changing the role of the teacher requires *ownership* of the change process as well as sustained, job-embedded professional development (teacher learning grounded in day-to-day teaching practice designed to enhance instructional practices to improve student learning – Hirsh, 2009) and support for implementation. Teachers and other stakeholders in the LUSD PBS have been engaged in the process from the beginning – a shared vision and a shared commitment that every child will learn, meet high standards, graduate, and succeed in life (see letters of support following Appendix). Project **EMPOWER!** will **bring personalized mastery learning to district-wide systemic practice** and develop and **implement Learner and Facilitator Digital Learning Platforms.**

Project **EMPOWER!** will *support the effective implementation* of performance-based education by building on training related to the components of a performance based system, research-based best practices, effective instructional strategies in student-centered learning, and structures for a learner-centered environment. LUSD will create a written professional development plan based on teacher needs and the goals of the project. Project **EMPOWER!** will provide staff development modules that target implementation/change management, teacher and student leadership, customized learning, technology to differentiate instruction, and Level 4 learning. The project will provide the intensive training modules during 12 non-student days in year 2, 8 days in year 3, and 5 days in the fourth year. Recordings of these training modules will be available to teachers year-round via the Facilitator Digital Learning Platform. LUSD has begun preliminary conversations with the teachers union to add 12 days (2013-14) to the

Certificated Salary Schedule for staff development related to the PBS. For documentation of the meeting between Andrew Bukosky, LUSD Assistant Superintendent, Human Resources, and Greg Shanley, Lindsay Teachers Association, please see Appendix, page 188.

In the second year (July 1, 2013- June 30, 2014) of the project, professional development will begin with a 5-day Learning Symposium prior to the start of the school year. LUSD has developed strong partnerships with national experts in the field of school change research, personalized mastery learning systems, effective instructional practice, technology, online/blended learning, using data to monitor student progress and decision-making, and educational leadership including Dr. Robert Marzano, WestEd, Reinventing Schools Coalition, Bea McGarvey, Charles Schwahn, and Fresno State University – Kremen School of Education, Doctoral Program in Educational Leadership. These partners have been instrumental is laying the foundation upon which LUSD's PBS is built and they will continue to be involved in the project during the developmental phase and beyond. After the Learning Symposium, additional training will take place on two days in October, three days in February, and two days in May (all non-student days). Teachers, site and district leadership teams, and new personnel hired through the project (Project Director, two Curriculum Specialists, six Teachers on Special Assignment) will participate in all trainings. Educational experts will be selected by bid and provide professional development services under a professional services contract.

To ensure that theory translates into practice, on-site and virtual coaching (provided by partners, educational experts, teacher leaders, and the collaborative team) will be provided. Training modules will be video-taped to be used for re-teaching and learning and will be included in the ***Facilitator Digital Learning Platform*** to be developed through Project **EMPOWER!**

Teachers will participate in collaborative teams (district and site) to develop assessments and rubrics for students and teachers to measure progress towards mastery, take part in cross-grade level collaboration at their sites to *adapt content and instruction* based on students' needs, and develop multiple measures for demonstrating mastery (Level 4) of skills and knowledge. Project **EMPOWER!** will hire two curriculum specialists (one for K-6; one for 7-12) who will receive specialized training and coaching to support teachers, work with partners to enhance curriculum, develop assessments, and participate in the development of the Facilitator DLP. The

curriculum specialists will develop content for publications and assume primary responsibility for the coordination and delivery of training and coaching during the funding period. The work developed by the curriculum specialists during the project in materials and curriculum resources and increased teacher skills and knowledge will endure well past the project period.

Six (6) Teachers on Special Assignment (TOSA) will be the Level 4 facilitators, developing curriculum and assessments for advanced application of learning (Level 4). With the curriculum specialists, the TOSAs will be the driving force behind sustainability as they integrate new curriculum and assessments within both Digital Learning Platforms. They will also teach and model Level 4 project based units throughout the district to all students, freeing up groups of teachers for collaboration and training related to PBS. Through Project **EMPOWER!**, teachers will work with curriculum specialists, teachers on special assignment, and partners to develop more robust content, formative assessments, and project-based learning tasks for Level 4 advanced learning including digital and online learning resources.

An essential element of LUSD's PBS is to *closely monitor student progress* toward meeting college and career-ready standards and provide ongoing feedback to students (written or verbal guidance, one-on-one tutoring, conference, peer review, teacher notes). Teachers use the information from *Educate* to monitor student progress on the Measurement Topics; data from that system is used to adjust instruction and provide additional support for students. Principals also use the data stored in *Educate* to assist teachers in helping students achieve mastery learning. Principals use *Educate* data to conduct data chats with teachers to identify areas of needs, modify instruction, and inform necessary intervention.

Personalized mastery learning requires that teachers and students have ***real-time access to meaningful data*** to better facilitate each student's experience and have access to resources to respond to student needs and interests. Our current data system (*Educate*) measures real-time student progress and performance toward mastery of MTs as a way to determine progress towards graduation. Other indicators such as attendance, social-emotional indicators (referrals, suspensions, expulsions), truancy, and course completion are included in the LUSD student information database (Aeries); both are accessible to LUSD staff to determine appropriate supports such as individualized learning plans and interventions. Through professional development and collaborative teams, teachers continue to create a toolbox of instructional

strategies, digital resources, and project-based tasks that respond to individual student developmental needs and interests. Feedback loops are used so that both learners and teachers can use a variety of data to monitor academic progress and adjust learning and instruction as appropriate until the learning goal is met.

An Instructional Technology Specialist (ITS) will lead all technology efforts and provide the link between the curriculum work and the technology infrastructure needs. A technology audit will be conducted in Year 1 of the project which will include a report on the current technology needs and required purchase of supplies. The ITS will work closely with the Digital Learning Platform developers and credentialed staff to ensure the systemic implementation of the process.

LUSD will expand the range of existing resources and develop new resources through the **Facilitator** DLP developed in this project. Access to, and aid in using, these new resources will be provided for teachers by Internet Resource Specialists (1.0 FTE IRS at each school), who can guide teachers in using the Facilitator DLP and finding additional digital resources to support MT instruction and Level 4 project based units. The ITS will work directly in the Library/Media Resource Center and in the computer labs to ensure that learners have the support they need in finding resources to engage in Level 4 learning for personalized mastery. *Educate* will be enhanced to include alignment with Common Core State Standards and College/Career Ready Standards, identify the most effective instructional strategies to use with CCSS and CCR standards, project-based learning units, and development of pacing and monitoring tools to inform progress.

LUSD will invest considerable project resources in specialists to provide training for all teachers in order to accelerate systemic **personalized mastery learning**, **develop the Facilitator DLP platform**, and **create common practices** that support a **personalized mastery learning system**. These highly skilled teachers and leaders will develop into a cadre of professional educators skilled in providing instruction in a performance based system and contribute to the sustainability of the project well beyond the funding period. Please note that the teachers and specialists hired through Project **EMPOWER!** are assisting LUSD to bring the project to scale and accelerate the development of the Learner and Facilitator DLPs which will allow replication of LUSD's performance based educational model in other districts throughout the United States.

Districts that decide to implement a part of, or the entire, LUSD PBS model can do so successfully without new buildings, new curriculum or increased staffing through the resources housed on the Learner and Facilitator DLPs.

All participating school leadership teams (Principal, Learning Director, Lead Teachers) and the District Leadership Team (Superintendent, Assistant Superintendent Human Resources, Assistant Superintendent Business, and LUSD Director of Curriculum and Instruction) in collaboration with all stakeholders, created a shared vision, created a commitment to the vision of personal mastery learning among all stakeholders, and empowered teachers and principals to take the lead in redesigning the system from the inside. Sharing a commitment of continuous learning and improvement, district and site leaders have received training on leadership and management of the change process, and developed policies and procedures (approved and adopted by the LUSD Board of Trustees) to support restructuring and implementation of the PBS. Through the proposed project, the leadership teams will continue to strengthen training, systems, and practices to create systemic change that is sustainable and leads to increased student achievement and closes the poverty achievement gap for our students.

The LUSD teacher and principal evaluation systems are used to provide feedback for continuous improvement of instructional practice, school climate, and culture. The evaluation systems are based on the California Standards for the Teaching Profession (CSTP) and California Professional Standards for Educational Leaders (CAPSEL). Each standard identified in the CSTP and CAPSEL is evaluated using the following four descriptors:

- DISTINGUISHED: The teacher receiving a Distinguished ranking consistently demonstrates effective, appropriate, and accurate performances implementing core strategies and methods which over time are virtually certain to influence students to a point that results in strong value-added student achievement and social learning for all students.
- PROFICIENT: The teacher receiving a Proficient ranking frequently demonstrates effective, appropriate, and accurate performances implementing core strategies and methods which over time are likely to influence students to bring achievement to a point that result in acceptable value-added student growth and social learning for all students.
- NEEDS TO IMPROVE: The teacher receiving a Needs to Improve ranking sometimes

demonstrates effective, appropriate, and accurate performances implementing core strategies and methods, which over time are likely to influence students to bring achievement to a point that results in acceptable value-added student growth and social learning for some sub-groups of students, but not all students.

- UNSATISFACTORY: The teacher receiving an Unsatisfactory ranking rarely or never demonstrates effective, appropriate, and/or accurate performances implementing core strategies and methods, which over time are unlikely to influence students to bring achievement to a point that results in acceptable value-added growth to student achievement and social learning.

Multiple measures are used to determine performance levels including classroom observations, portfolios, and student/parent surveys. Contract language negotiated with Lindsay Teachers Association (LTA) allows the evaluation of teachers to utilize measures of student achievement other than norm-referenced tests (see Appendix, pages 186-187 for documentation of LTA agreement). For classroom observations, the district has established a Walkthrough Protocol to provide ongoing feedback to improve instruction. Supports in the form of coaching, mentoring, and additional training are provided for teachers and leaders to improve instruction and leadership. In 2013-14, as part of Project **EMPOWER!**, LUSD will further refine its teacher and principal evaluation systems which link performance evaluations to student learning. The Superintendent evaluation is completed by the LUSD Board of Trustees and it is linked to many aspects of leadership and management performance including student achievement results. The process for this evaluation is clearly spelled out in the Superintendent's contract. Any necessary changes are negotiated by the Superintendent's representation and Board representation.

As the high quality plan for developing **highly effective and effective teachers** is implemented, the number of teachers reaching the *Distinguished* level on LUSD evaluation forms will increase. All teachers in the district will be part of this implementation; teachers not yet considered highly effective, teachers in hard-to-staff subjects like math and science, and special education teachers will receive ongoing professional development and support in order to become highly effective while working in cohort groups with highly effective teachers and teacher leaders in a collaborative environment. The following scenario is an example of the PBS from the viewpoint of the teacher.

Ms. (b)(6) *is a typical teacher in LUSD. There are much easier places to work she admits. "The expectations here are very high and the accountability to student achievement is quite honestly a constant challenge. I've taught in other districts but it was just a job. Here, I have a mission." Ms.* (b)(6) *goes on to explain the high degree of collegiality and collaboration around teaching and learning. "This kind of change is about tearing down the status quo and rebuilding a system on a clear set of shared beliefs about learning." Ms.* (b)(6) *pulls out the District Strategic Design and turns to a page entitled Beliefs and Guiding Principles. "For instance, our first two guiding principles are* ***people learn in different ways*** *and* ***in different time frames****. Once we, as professional educators, came to consensus around these core beliefs, our next step was to assess how we design and deliver learning in alignment with these guiding principles. It became very clear that our system did not align with our core beliefs. We tore down a system that graduated learners to the next grade based on birthdate and began rebuilding a system that promoted learners based on competency. Where time once was the constant, we made it the variable. Where learning once was the variable, we made it the constant. We challenged our teacher centered instruction that targeted the middle of the class and began work on how to place the learner at the center to meet their individual needs."*

When asked what grade she teaches, Ms. (b)(6) *is quick to point out "I don't teach a grade, I teach kids. You see, in our performance based system, learners (as students are referred to) are not placed in a time or age based grade level, they are met instructionally at their zone of proximal development. Learning Facilitators (as teachers are referred to), do not teach grade level content, we facilitate learning based on individual learner content need". Ms.* (b)(6) *refers to her computer screen, "This is my class. You will see I have eight learners in content level 4, fifteen learners in content level 5 and ten learners in content level 6 for English Language Arts." She double clicks a Learner named* (b)(6) *'* (b)(6) *is in content level 4 ELA but when you look at math, he is at level 6 and in science, he is in level 5." She calls out to* (b)(6) *who is working in a small group on an integrated math/science/ELA project. '* (b)(6) *tell us about your strengths in learning and your opportunities for improvement."* (b)(6) *explains with a keen sense of self-awareness, "Well, I'm progressing pretty good in math and science but writing is pretty hard for me. It's not*

that I'm bad at it, I just need to work a little harder in this area than other areas. During goal time, I spend most of my time working on writing to get myself on pace." A timer goes off and (b)(6) *politely says, "Nice to meet you, I've got to go to my Spanish Language Arts now." Without a teacher prompt, the class efficiently packs up and begins regrouping into heterogeneous teams where they begin their warm-up exercises. M* (b)(6) *smiles as she points to a learner who is reading a flow chart on the wall entitled <u>How do I transition to Spanish Language Arts</u>.* (b)(6) *has a life skill goal of accountability and organization. I'm so proud of him; he's come such a long way.* (b)(6) *would sit in class and do nothing until I told him. Even when I told him, he would get off task, requiring constant re-direction. It is so rewarding to see him develop as an independent-self directed learner."* (b)(6) *finds his warm-up activity, checks the flexible grouping chart, joins his team, sets his learning goal in Pathways and begins his work. "Our days aren't easy and planning for individual needs is the hardest thing I've ever done as an educator, but moments like this are what keep me going. I'm proud of you,* (b)(6) *!" she exclaims.* (b)(6) *smiles and gets back on task.*

The Implementation Management Plan below illustrates our high quality plan including goals, activities, timelines, deliverables, and person responsible for transition to district-wide *personalized mastery learning as common practice* and *development and implementation of the Facilitator Digital Learning Platform.*

GAPS/NEEDS	SOLUTIONS	TIMELINES AND PERSON(S) RESPONSIBLE
Legend: CCSS-Common Core State Standards; CCR-College & Career Readiness; LT-Leadership Team; CS-Curriculum Specialist; MT-Measurement Topic; LT-Learning Task		
GOALS 1-5/STRATEGY: DEVELOP AND REFINE ALL ASPECTS OF THE LUSD PBS WITH THE GOAL OF ENSURING INDIVIDUALIZED PERSONAL MASTERY LEARNING.		
Need additional staff to fully develop project components and build capacity.	Curriculum Specialists (K-6; 7-12) in Year 1; Teachers on Special Assignment (6) in Year 2 to develop and facilitate Level 4 content and assessments, and integrate new curriculum and assessments into DLP.	**Year 1** – PD, Director, Curriculum/Instruction (DCI) **Year 2** – PD
Limited Level 4 content/performance based assignments and assessments.	Level 4 content development for performance tasks, project-based learning modules & assessments.	**Year 1-2** Partners **Year 2-4** Curriculum Specialists (CS)
Curriculum aligned MT/LT with K-12 CCSS and CCR; Life skills/21st Century skills matched to common core standards.	Collaboration with relevant project partners on curriculum alignment; professional development on most effective instructional strategies/content/knowledge/curriculum (depth and complexity); Integrate Life Long learning Standards in K-12 MTs.	**Year 1-2** District Leadership Team (DLT), CS, & Partners **Year 3-4** – CS, Teachers on Special Assignment (TOSA)

GAPS/NEEDS	SOLUTIONS	TIMELINES AND PERSON(S) RESPONSIBLE
Legend: CCSS-Common Core State Standards; CCR-College & Career Readiness; LT-Leadership Team; CS-Curriculum Specialist; MT-Measurement Topic; LT-Learning Task		
Increased access to training modules for instructional strategies/best practices.	Align most effective strategies with CCR and develop training modules and capture on video.	**Year 1-4** Partners **Year 1-2** CS
Limited time for teacher training without pulling from class.	Negotiate for 12 non-student days to provide training.	**Year 1** – Learning Symposium + 7 days
GOALS 1-3/STRATEGY: INCREASE ANYTIME ACCESS TO CURRICULUM, ASSESSMENT, AND RESOURCES (24HRS/DAY – 7DAYS/WK).		
Lack of alignment of MT Assessments with CC. Lack of Level 4 Assessments.	Development of L4 Assessments. Content development aligned to L4. Analyze L4 performance tasks and PB assignments to determine the reliability/validity of assessment component.	**Jan-June 2013** DLT **Year 1-2** Partners **Year 2** Partners
PD on assessments/use of assessment results/data driven instruction.	Provide training and follow-up, collaborative dialogue, virtual training on use of assessment in a Personalized Mastery system. Scoring/reporting out, *Educate*, calibration.	**Year 1** – Planning LUSD/partners **Year 2-4** – 5-day Symposium; 7 PD days during school year LUSD/partners
Limited tech support for infrastructure and resources.	Hire Instructional Technology Specialist (ITS) in Year 1 to provide access and assistance for teachers; hire Internet Resource Specialists (IRS) in Year 2 at each site to prepare digital resources and assist learners on L4 project based tasks.	**Year 1 -2** – PD
Student pathways for CCR not fully integrated in electronic format.	Develop tools to help students understand what skills are required for certain career goals. Develop a better pacing and monitoring tool to inform students, teachers, parents of progress, etc.	**Year 1-2** Partners **Year 1-4** – LUSD build out curriculum
GOALS 1-5/STRATEGY: PROVIDE PROFESSIONAL DEVELOPMENT AND SUPPORT TO TEACH IN THE STUDENT-CENTERED INSTRUCTIONAL MODEL.		
Expand the CCR pathways.	Instituting teachers as facilitators; Career experience via regional business partnerships.	**Year 1-4** Partners
Student pathways for CCR not fully integrated in electronic format.	Develop tools to help students understand what skills are required for certain career goals. Develop a better pacing and monitoring tool to inform students, teachers, parents of progress and next steps.	**Year 1-2** Partners **Year 1-4** LUSD
Students taking ownership in the educational process; Teachers at all grade/content levels adopting a co-facilitator role.	Develop leadership and ownership in the educational process through student focused curriculum; Adoption of new role through development days and admin leadership.	**Year 1-4** LUSD teachers **Year 2-4** Partners
Content mastery materials and assessments Level 3 and 4.	District and partners to collaborate and develop common core state standards aligned tools, assessments, and content for PBS.	**Year 1-4** Partners

D. LEA Policy and Infrastructure (25 total points)

The extent to which the applicant has a high-quality plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator (as defined in this notice), and level of the education system (classroom, school, and LEA) with the support and resources they need, when and where they are needed. The quality of the plan will be determined based on the extent to which--

(D)(1) LEA practices, policies, rules *(15 points)*

The applicant has practices, policies, and rules that facilitate personalized learning by—

(a) Organizing the LEA central office, or the consortium governance structure (as defined in this notice), to provide support and services to all participating schools (as defined in this notice);

(b) Providing school leadership teams in participating schools (as defined in this notice) with sufficient flexibility and autonomy over factors such as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and noneducators, and school-level budgets;

(c) Giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic;

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

(e) Providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners; and

(D)(2) LEA and school infrastructure *(10 points)*

The LEA and school infrastructure supports personalized learning by—

(a) Ensuring that all participating students (as defined in this notice), parents, educators (as defined in this notice), and other stakeholders (as appropriate and relevant to student learning), regardless of income, have access to necessary content, tools, and other learning resources both in and out of school to support the implementation of the applicant's proposal;

(b) Ensuring that students, parents, educators, and other stakeholders (as appropriate and relevant to student learning) have appropriate levels of technical support, which may be provided through a range of strategies (e.g., peer support, online support, or local support);

(c) Using information technology systems that allow parents and students to export their information in an open data format (as defined in this notice) and to use the data in other electronic learning systems (e.g., electronic tutors, tools that make recommendations for additional learning supports, or software that securely stores personal records); and

(d) Ensuring that LEAs and schools use interoperable data systems (as defined in this notice) (e.g., systems that include human resources data, student information data, budget data, and instructional improvement system data).

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Seven pages

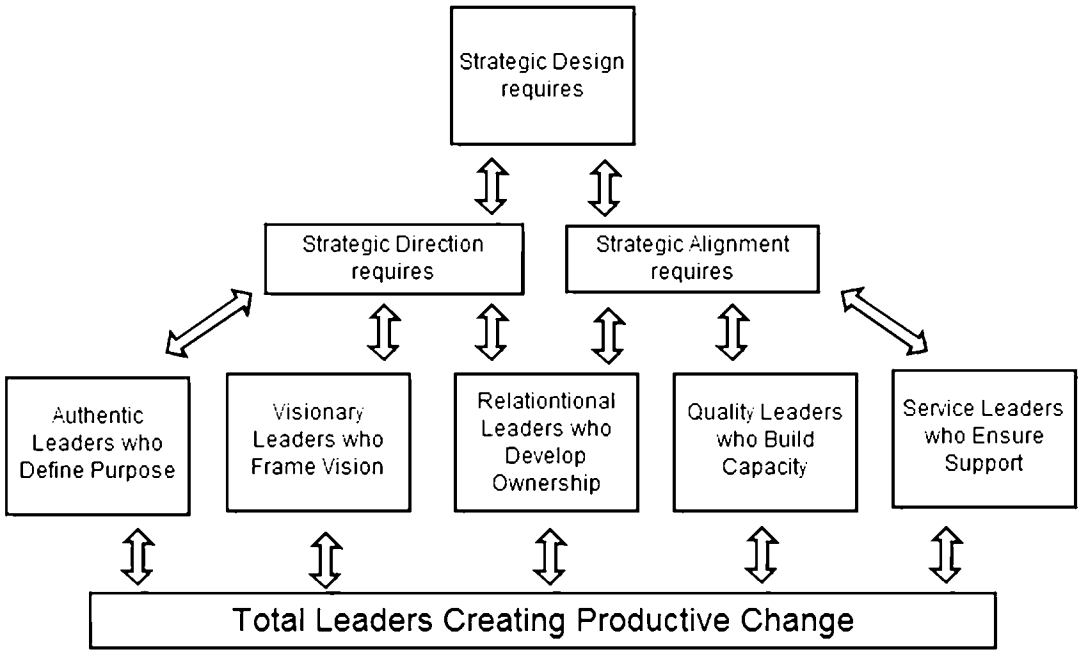
D. LEA policy and infrastructure

(D)(1) LEA practices, policies, rules

Through the school district reform process started in 2007, Lindsay Unified School District has **reorganized and refocused educational resources** for student success, beginning in the district office and affecting every aspect of the learning process in the classroom, to each individual learner in the district. Through a series of meetings with community stakeholders a clear mission and vision for the district was developed with the core values, and guiding principles that would carry the performance-based system (PBS) from theory to reality in Lindsay.

The ***District*** Leadership Team (DLT), composed of the District Superintendent, Director of Curriculum and Instruction, Assistant Superintendent of Human Resources, Assistant Superintendent of Business, and Site Principals and Leadership Directors, provides top level support, direction, and policy for all schools in the district. At each school site within the district, a ***School*** Leadership Team (SLT), composed of the Site Principal, Learning Director, and Lead Teachers, implements policies and practices in line with the district vision to accomplish the shared district mission. A hallmark of all of the leaders within the LUSD system are that they are authentic, ethical, future-focused educators committed to the shared vision of having all students find academic success and enrichment.

The reform and leadership process undertaken throughout the district can be described through the components of total leadership defined by Charles Schwahn and William Spady in their books *Total Leaders* (1998) and *Total Leaders 2.0* (2010). The chart on the following page illustrates the Total Leaders Framework, which is based on a syntheses of today's most recognized leadership and change motivators and is representative of LUSD's Leadership structure, developed with educational researcher and project partner Bea McGarvey of Marzano Research Labs. Ultimately, transition to performance based education begins with the development and implementation of a Strategic Design. In combination with the Strategic Design, leadership gives direction to activities and describes alignment between activities and goals. Implementation of the design requires the placement of site level leaders who embody a number of characteristics necessary to facilitate systemic and systematic change at all levels of the educational process.



Each school site within the district forms a School Leadership Team (SLT) to implement policies and practices in line with the district vision to accomplish the shared district mission. Each school is responsible for the development of their school-level budget which is reviewed by the LUSD Business Office and approved by the Board of Trustees. Within the district's vision is a commitment to school autonomy, enabling each SLT to best address the needs of its particular learning community. In conjunction with the district's Human Resources Department, school principals are empowered to make school personnel decisions, including defining the roles and responsibilities of educators and non-educators within the parameters of the district's Strategic Design Development Plan. Schools may have different schedules based on grades served, minimum days may be scheduled to coincide with school- or community-specific activities, and teachers have flexibility regarding classroom settings and instructional strategies. The nature of the performance-based system enables learners to progress through MTs at their own pace, and teachers must be able to accommodate varying ages within a class. Depending on the number of learners at a particular performance level, school leadership as well as teachers must be able to adjust schedules and re-arrange learning areas, select specific curriculum, and make other such

instructional adjustments in order to meet the needs of a variety of groups and individual learners.

In Lindsay's PBS all students have the opportunity to progress academically, and earn credit based entirely on demonstrated mastery of content. When LUSD implemented the change from time-based instruction to performance-based instruction, educators moved away from "teaching to the middle", where students currently performing above and below average would not receive the type of instruction needed to truly excel. In the PBS, students have a greater level of control and ownership over their learning experience, so they move forward in content when they are able to demonstrate mastery. Mastery of instructional content in the PBS is aligned to the California content standards (aligned with Common Core State Standards by 2013-14 as part of Project **EMPOWER!**), and integrated fully with LUSD's Life Long Learning Standards (see Appendix pages 168-182). The groundwork has been laid for students to demonstrate content mastery in the classroom in multiple ways based on their individual learning styles and unique strengths as learners.

The progression from level to level – leading to graduation and college/career readiness – is clearly articulated to students (through the GPS student tracking system as illustrated on page 57), and accessible electronically through the *Educate* platform. Students are empowered, with necessary support from teachers, counselors and principals, to take the lead in every phase of learning, working through learning levels at their own pace, and deepening their educational enrichment based on their personal interest and level. As students reach content mastery (Level 3), their learning goals will go beyond demonstration of content knowledge to include the application of knowledge (Level 4) through communication, collaboration, creative and critical thinking, and problem-solving individually, peer-to-peer, and with small or large groups, both in the local and online global communities.

LUSD has implemented the *Educate* online learning system as part of the groundwork for Project **EMPOWER!** and the basis for both Digital Learning Platforms (DLP). Through the Learner DLP, all students are able to access instructional content, targeted assessments, and learning resources that allow them to realize the district's vision of individualized academic success for all, along the path to content mastery and college/career readiness. Unlike many traditional classrooms, students with disabilities and English Learners have the same access and

opportunities as other learners because the content available in the Learner DLP is geared towards allowing students to utilize it in ways that make learning accessible based on *their* particular learning style (adaptable) and is available online wherever and whenever students are ready to advance in their learning objectives (accessible).

(D)(2) LEA and school infrastructure

The LUSD infrastructure is poised and ready to support the implementation of a personalized content mastery system through both DLPs and the previous district initiatives and technological efforts of the City of Lindsay. Although the Lindsay community is affected by high levels of poverty (100% qualify for FRPM, CDE Dataquest 2011-12), Lindsay Unified has been able to make great strides towards moving the community into the 21st century by arranging to have the entire community wired for Wi-Fi internet access through a netbook purchase contract secured with Verizon Wireless (the contract, administered through a previous grant, stipulated that Verizon would make wireless internet access a reality for the community as a whole). At this time, any student with access to an internet capable device (either their own, or a district-issued computer, tablet, or smartphone) is able to connect to the wireless Lindsay network. This step forward in technological progress has positioned LUSD to take full advantage of the implementation of the Learner DLP. Student-driven progress monitoring is already possible for learners and educators through the Learner DLP; ***it is being refined and modified through the system of continuous improvement presented in EMPOWER!*** With the refinement of the Learner DLP parents, learners, educators, and community stakeholders will be able to access individual (parent, learner, educator only) and aggregate (community stakeholders included) progress data as well as instructional content, training tools, and relevant resources meant to expand each student's educational breadth and depth. Because the Learner DLP is central to the implementation of the performance-based learning system in Lindsay, *all learners, regardless of income, gain access and benefit from any and all content and resources within.*

Through partnership with Reinventing Schools Coalition (RISC), Fresno State University, Three Shapes, and WestEd, **EMPOWER!** is able to provide expert level usage training and technical support for the Learner and Facilitator DLP portals. The proposed project partners excel in providing innovative one-on-one, small group, and online training and professional development sessions on providing differentiated instruction, using blended learning styles

within the classroom, and the flipped classroom model (homework is viewing lesson outside of class; class time is spent on inquiry-based learning) to meet learners where they are in the content mastery system.

Included in LUSD's data infrastructure is the ability to collect, store, and maintain student data records via the Aeries system; records such as relevant student achievement data, demographic information, attendance records, discipline data, and academic progress. Additionally, the *Educate* system houses the data (curriculum and assessment, Measurement Topic (MT), and student content mastery progress data) from the district Curriculum and Assessment System (CAS). Data is stored in a format that allows for ease of analysis and communication among students, parents, educators, and district personnel.

Staffing, salary rates for both classified and certificated staff, organizational hierarchy, and other like data is available on the LUSD website. Annual budget information is also available along with LUSD School Board meeting minutes and policies for governance of the district. All funding resources will be allocated to every aspect of the project to support district-wide systemic implementation of the LUSD PBS.

Any relevant or necessary policy changes related to *all* project goals will be done, in collaboration, by the Superintendent and the LUSD Board of Trustees.

E. Continuous Improvement (30 total points)

Because the applicant's high-quality plan represents the best thinking at a point in time, and may require adjustments and revisions during implementation, it is vital that the applicant have a clear and high-quality approach to continuously improve its plan. This will be determined by the extent to which the applicant has—

(E)(1) Continuous improvement process *(15 points)*

A strategy for implementing a rigorous continuous improvement process that provides timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements during and after the term of the grant. The strategy must address how the applicant will monitor, measure, and publicly share information on the quality of its investments funded by Race to the Top – District, such as investments in professional development, technology, and staff;

(E)(2) Ongoing communication and engagement *(5 points)*

Strategies for ongoing communication and engagement with internal and external stakeholders; and

(E)(3) Performance measures *(5 points)*

Ambitious yet achievable performance measures, overall and by subgroup, with annual targets for required and applicant-proposed performance measures. For each applicant-proposed measure, the applicant must describe—

(a) Its rationale for selecting that measure;

(b) How the measure will provide rigorous, timely, and formative leading information tailored to its proposed plan and theory of action regarding the applicant's implementation success or areas of concern; and

(c) How it will review and improve the measure over time if it is insufficient to gauge implementation progress.

The applicant must have a total of approximately 12 to 14 performance measures.

The chart below outlines the required and applicant-proposed performance measures based on an applicant's applicable population.

Applicable Population	Performance Measure
All	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); and 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).
PreK-3	a) Applicant must propose at least one age-appropriate measure of students' academic growth (e.g., language and literacy development or cognition and general learning, including early mathematics and early scientific development); and b) Applicant must propose at least one age-appropriate non-cognitive indicator of growth (e.g., physical well-being and motor development, or social-emotional development).

4-8	a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice); b) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and c) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.
9-12	a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form; b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice); c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready; d) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and e) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.

(E)(4) Evaluating effectiveness of investments *(5 points)*

Plans to evaluate the effectiveness of Race to the Top – District funded activities, such as professional development and activities that employ technology, and to more productively use time, staff, money, or other resources in order to improve results, through such strategies as improved use of technology, working with community partners, compensation reform, and modification of school schedules and structures (e.g., service delivery, school leadership teams (as defined in this notice), and decision-making structures).

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

In determining whether an applicant has "ambitious yet achievable" performance measures and annual targets, peer reviewers will examine the applicant's performance measures and annual targets in the context of the applicant's proposal and the evidence submitted in support of the proposal. There is no specific annual target that peer reviewers will be looking for here; nor will higher targets necessarily be rewarded above lower ones. Rather, peer reviewers will reward applicants for developing "ambitious yet achievable" performance measures and annual targets that – in light of the applicant's proposal – are meaningful for the applicant's proposal and for assessing implementation progress, successes, and challenges.

Recommended maximum response length: Eight pages (excluding tables)

E. Continuous Improvement

(E)(1) Continuous improvement process

Continuous improvement is an important component of any organization; it is the systemic processes at every level that ensure that improvement is ongoing. Continuous improvement cycles in Project **EMPOWER!** are focused, systemic, and create a climate of *ongoing refinement and innovation*. The student-centered focus of Project **EMPOWER!** requires emphasis on formative assessment and responsiveness of feedback. The *Educate* data system makes results on whether or not students are mastering skills immediately available allowing ongoing adjustment and refinement of instruction. Principals, as instructional leaders, are able to use *Educate* to monitor student-learning trajectories and analyze which areas teachers are having difficulty in supporting their students or identifying any schoolwide patterns of academic achievement gaps. Peer support and professional development are then targeted towards these areas. The Site Leadership Teams (SLT) meet formally weekly; the District Leadership Team meets weekly as a group and the District Director of Curriculum and Instruction (DCI) meets weekly with all site principals. The leadership teams focus on continuous improvement, feedback loops, and the processes of teaching, leadership and organizational practice.

Project **EMPOWER!** builds on the systemic continuous improvement process already a part of LUSD's PBS detailed above and establishes an Evaluation Leadership Team (ELT) comprised of the Superintendent, Director of Curriculum and Instruction (DCI), Project Director, District Director of Research and Evaluation (DRE), External Evaluator (E), and elementary and secondary principal representatives. The ELT will meet weekly in the first year (January 1, 2013 -June 30, 2013) of the project to work with the SLT and DLT to develop the scope and sequence of Project **EMPOWER!** and will create the detailed formative and summative evaluation plan. The ELT will meet quarterly in Years 2-4 (August, November, February, and May) and will be responsible for monitoring the effectiveness of the implementation of strategies described in our proposed plan, tracking progress toward achievement of performance measures, and communicating results to stakeholders. A report on progress measures and information on the quality of investments (DLP, professional development, Level 4 content and assessments, replicability, publications, evaluation) will be provided twice yearly to all stakeholders (teachers, administrators, district personnel, board members, and parents) in face-to-face and webinar

formats. Data Summits with students, teachers, and leadership stakeholder groups focused on improving the PBS will be held quarterly and facilitated by the DRE and External Evaluator.

(E)(2) Ongoing communication and evaluation

Ongoing communication and engagement between Project **EMPOWER!** and internal and external stakeholders will be provided in several ways. PBS development progress and upcoming activities will be publicized in quarterly newsletters describing key events and information about the progress of the project and activities. The ELT will provide information twice annually to the LUSD Board of Trustees. The **EMPOWER!** Project Director will report on progress and key events at quarterly meetings of Healthy Kids/Healthy Lindsay Community Collaborative comprised of representatives from LUSD, the city of Lindsay, community organizations and agencies, youth and parents. Information about the project will be posted on the District and schools' websites and the full development of the Learner and Facilitator DLPs will provide stakeholders anytime/anywhere access to Project **EMPOWER!** information and resources.

Funds have been allocated in the project for a contract to formally publish district findings during the funding period, including stakeholder reports, brochures for the program, and PBS overview. Publications and information as part of the development of the Facilitator DLP will include specific documents created during the project such as curriculum guides, Measurement Topics (MTs) documents, assessment guides for performance assessments, instructional strategies, and implementation monitoring tool. Project **EMPOWER!** publications will also describe lessons learned, provide documentation of transition from development to sustainability, and detail the journey of refinement to help other districts accelerate their replication efforts.

(E)(3) Performance measures

The following 6 goals and 15 performance measures will guide Project **EMPOWER!** Tables reflecting baseline and target measurements for required performance measures are attached in Appendix, pages 155-167.

Goal 1: Improve the effectiveness of teachers and principals

Objective 1.1: There will be an annual increase in the number and percent of learners whose teacher of record and principal is considered **highly effective** as measured by a 10% decrease in the percent of learners in their class or in their school who score *below Proficient* on the

California Standards Test (CST) in English language arts (ELA) and math. Annual targets, by subgroup, are based on equal progress from baseline (2011-12) each year toward a goal of 80% highly effective teachers in 2016-17 (Appendix, page 155).

Objective 1.2: There will be an annual increase in the number and percent of learners whose teacher of record and principal is considered **effective** as measured by a 5% decrease in the percent of learners in their class or in their school who score *below Proficient* on the California Standards Test (CST). Annual targets, by subgroup, are based on equal progress from baseline (2011-12) toward a goal of 100% effective teachers in 2016-17 (Appendix, page 156).

Goal 2: Improve student achievement

Objective 2.1(a): Learners in grades K-1 will demonstrate a Score of 3, 3.5, or 4 (Proficient or above) in Reading Fluency as measured by the Developmental Reading Assessment (DRA), in alignment with the LUSD MT. Annual targets, by subgroup, are based on equal progress from baseline (2011-12) to 100% proficient in 2016-17 (Appendix, page 157).

Objective 2.1 (b): Learners in grades K-1 will demonstrate Score of 3, 3.5, or 4 (Proficient or above) in math as measured by learning target mastery in Addition/Subtraction to 10 (K) and Addition/Subtraction to 20 (Grade 1). Annual targets, by subgroup, are based on equal progress from baseline (2011-12) to 100% proficient in 2016-17 (Appendix, page 157).

Note: For Objectives 2.2-2.4, a 6% annual increase is needed to reach the Safe Harbor goal, which is based on a 10% decrease in students NOT proficient.

Objective 2.2 (a): There will be a 6% annual increase in the number and percent of students in grades 2 and 3 scoring *Proficient or above* in ELA as measured by the CST. Annual targets, by subgroup, are based on equal progress from baseline (2011-12) (Appendix, page 157).

Objective 2.2 (b): There will be a 6% annual increase in the number and percent of students in grades 2 and 3 scoring *Proficient or above* in math as measured by the CST. Annual targets, by subgroup, are based on equal progress from baseline (2011-12) (Appendix, page 157).

Objective 2.3 (a): There will be a 6% annual increase in the number and percent of students in grades 4-8 scoring *Proficient or above* in ELA as measured by the CST. Annual targets, by subgroup, are based on equal progress from baseline (2011-12) (Appendix, page 160).

Objective 2.3 (b): There will be a 6% annual increase in the number and percent of students in grades 4-8 scoring *Proficient or above* in math as measured by the CST. Annual targets, by

subgroup, are based on equal progress from baseline (2011-12) (Appendix, page 160).

Objective 2.4 (a): There will be a 6% annual increase in the number and percent of students in grades 9-11 scoring *Proficient or above* in ELA as measured by the CST. Annual targets, by subgroup, are based on equal progress from baseline (2011-12) (Appendix, page 166).

Objective 2.4 (b): There will be a 6% annual increase in the number and percent of students in grades 9-11 scoring *Proficient or above* in math as measured by the CST. Annual targets, by subgroup, are based on equal progress from baseline (2011-12) (Appendix, page 166).

Goal 3: Increase social-emotional development

Objective 3.1: There will be an annual increase in the number of students in K-3rd grade who demonstrate a Score of 3+ on LUSD's Life Long Learning Standards. Annual targets, by subgroup, are based on equal progress from baseline (2011-12) to 100% in 2016-17 (Appendix, page 158).

Objective 3.2: There will be an annual increase in the number of students in 4-8 grades who demonstrate a Score of 3+ on LUSD's Life Long Learning Standards. Annual targets, by subgroup, are based on equal progress from baseline (2011-12) to 100% in 2016-17 (Appendix, page 162).

Objective 3.3: There will be an annual increase in the number of students in 9-12th grade who demonstrate resiliency through results on the Development Assets Survey. Annual targets, by subgroup, are based on equal progress from baseline (2012-13) to 100% in 2016-17 (Appendix, page 167).

Goal 4: Improve College and career readiness

Objective 4.1: Learners in grades 4-8 will demonstrate on-track for college and career readiness as measured by being *active at a Content Level* equal to or above their grade level. Annual targets, by subgroup, are based on equal progress from baseline (2011-12) to 100% in 2016-17 (Appendix, page 159).

Objective 4.2: Learners in grades 9-12 will demonstrate on-track for college and career readiness as measured by being *active at a Content Level* equal to or above their grade level. Annual targets, by subgroup, are based on equal progress from baseline (2011-12) to 100% in 2016-17 (Appendix, page 164).

Objective 4.3: Learners in grades 9-12 will demonstrate career readiness by showing an average

score of 3.0 or higher on the LUSD Life Long Learning Standards. Annual targets, by subgroup, are based on equal progress from baseline (2011-12) to 100% in 2016-17 (Appendix, page 165).

Objective 4.4: There will be an annual increase in the number and percent of students who complete and submit the Free Application for Federal Aid (FAFSA) form. Baseline data is based on the number of students submitting the Cal Grant GPA verification form. Annual targets, by subgroup, are based on equal progress from baseline (2011-12) to 100% in 2016-17 (Appendix, page 163).

Goal 5: Increase the use of technology (project)

Objective 5.1: There will be an annual increase in the number of students in all grades using a mobile device (netbook, iPad, cell phone, etc) on a daily basis as an effective accelerator of learning as measured by a locally developed survey and digital logs of access and usage time. Year 1-2: 60%; Year 3: 75%; Year 4: 85%; Year 5 (2016-17): 100%.

Objective 5.2: Teachers will increase the daily use of technology as an instructional accelerator as measured by a locally developed survey, professional development training and coaching logs, sample lesson plans demonstrating technology integration, and observation notes. Year 1: Baseline to be established through the technology audit.

Goal 6: Improve professional development and training

Objective 6.1: Each year of the project, teachers and leaders will improve knowledge and skills needed to be a highly effective teacher and/or principal in a performance based system by participating in *all* (100%) of the staff development modules per the Project **EMPOWER!** Professional Development Plan as measured by professional development agendas, sign-in sheets, access to the Facilitator DLP.

Objective 6.2: There will be an annual increase (10%) in parent use of the *Educate* system to monitor their child's progress and setting long-term college and career-ready goals as measured by parent survey (locally developed) and feedback from parent trainings and meetings.

CST (ELA and math) was selected to measure academic achievement, on track indicators and student performance as it relates to highly effective and effective teachers and principals. The measure was selected based on its rigor, and its established reliability and validity. CST is used throughout California, and thus, achievement of learners in the LUSD PBS can be accurately compared to time-based or traditional, non-PBS schools and districts. Current Project

EMPOWER! objectives are set as CST scores; however, once the federal accountability measures are established with the Smarter Balanced Assessment Consortium, goals will be adjusted to meet the requirements of the new accountability model.

In LUSD, Distinguished rating is the highest rating for teacher and principal performance (highly effective); the Distinguished level must meet student performance targets in line with the NCLB safe harbor model, which is a 10% decrease in students scoring below *Proficient*. MTs are aligned with the standards and can be monitored on an ongoing basis through *Educate* to determine student growth. The results are reviewed by the Evaluation Leadership Team (ELT) quarterly and in Data Summits; adjustments and refinements will be made using the continuous improvement cycle throughout the project.

LUSD's Life Long Learning Standards were selected to measure social-emotional development (K-8) and career ready objectives (9-12) as these are the life skills that our students need to be successful in the 21st century. Mastery of the Life Long Learning Standards are included as graduation requirements in LUSD and progress can be monitored on an ongoing basis in *Educate*. A locally developed assets survey (measuring protective factors: caring adults, high expectations, meaningful participation) based on the Search Institute's research on youth development and resiliency will be administered to 9-12 grade students to measure social-emotional development. The ELT will review the results quarterly and in Data Summits as well to determine effectiveness of strategies; adjustments and refinements in activities targeting the objective can be made through our continuous improvement cycle.

Other quantitative data is collected on locally developed surveys and MT assessments. Results will be available electronically in *Educate* and reviewed for effectiveness of project implementation, activities related to professional development, use of technology, availability of mobile devices, student engagement, and parent satisfaction. Survey results will be used as another way to determine effectiveness of project activities. Qualitative data, (i.e. focus groups, individual interviews(will also provide information about implementation and effectiveness.

(E)(4) Evaluating effectiveness of investments

The primary goal of Project **EMPOWER!** is to transition the district's performance-based system through the developmental period of reform into a sustainable district-wide systemic practice and bring the project's **Personalized Mastery Learning System** to viral scalability.

The evaluation of Project **EMPOWER!** will examine implementation, effectiveness, periodic progress, and assist in the process of making data-driven decisions for program modification and improvement. The methods of evaluation will be aligned with the goals and objectives of the project, including the performance measures, project design, data collection, and analysis, and are appropriate to the size and scope of the proposed project. The evaluation will use multiple measures with several sources of data (i.e., CELDT, CST, MT assessments, LUSD Life Long Learning Standards, observations, surveys, interviews, and focus groups) and will provide implementation research and performance feedback through: 1) collection and analysis of information about the key elements and approach of the project to facilitate replication; 2) periodic assessment of progress toward achieving intended outcomes; and 3) data collection and analysis of student achievement and teacher effectiveness.

Quantitative data (student achievement data, technology audit, attendance, truancy, discipline referrals/suspension/expulsion, graduation rates, drop-out rate, surveys) and qualitative data (focus groups, anecdotal evidence) will be collected to measure performance objectives and quality of programs and services in 7 areas of investment: 1) personnel to accelerate development phase; 2) professional development; 3) development of Digital Learning Platforms; 4) publications for dissemination of results; 5) developing Level 4 and project-based assessments; 6) development of tools and products for replication; and 7) evaluation for continuous improvement. Formative data will be collected on an ongoing basis to inform decision-making and guide the continuous improvement process. Summative data will focus on collecting information related to the impact of the program for annual performance reporting.

Student level data, such as tracking participation, academic growth indicators, tracking of MT progress for college/career readiness, and FAFSA applications, will be captured by the LUSD database. In collaboration with the external evaluator, survey instruments and observation protocols will be developed to measure teacher efficacy, student engagement, parent satisfaction, effectiveness of professional development, and technology use. Level 4 performance tasks and project-based assignments that are developed during the project will be analyzed to determine the validity and reliability of the assessment component.

The Evaluation Management Plan on the following page illustrates objectives, activities, timeline, deliverables, and person(s) responsible for evaluating effectiveness of investments.

OBJECTIVE	ACTIVITIES	TIMELINE	DELIVERABLES	PERSON(S) RESPONSIBLE
All	Convene and schedule Evaluation Leadership Team (ELT)	Jan 2013; ongoing weekly Year 1; quarterly in Years 2-4	Facilitation of the continuous improvement process for **EMPOWER!** Monitor implementation; facilitate collaboration	Project Director (PD)
All	Contract with Project Evaluator (E)	Jan 2013	Assistance in the development of scope and sequence; data collection and analysis; progress report and summative report	PD, ELT
All	Prepare scope of work and individual school implementation plans	Jan-May 2013	Implementation plan completed and sent to USDE within 100 days of award	PD, ELT
1.1-6.2	Development of detailed evaluation management plan	Jan- May 2013 Updated/revised in July annually	Formative/summative evaluation plan	Evaluator PD, ELT
1.1,1.2,5.1,5.2, 6.2	Development of survey instruments	Jan-May 2013	Surveys developed; protocol and timeline established	E, PD
1.1, 1.2, 2.1-2.4	Develop interview/observation protocol to measure fidelity in implementation	Jan-May 2013	Instrument and protocol	E, PD, ELT
All	Progress report to stakeholders including quality of investments	May 2013; Biannually Yr 2-4	Written report; webinar; report to Board of Trustees	ELT
1.1-2.4	Schedule and develop protocol for Data Summits	June 2013; Quarterly Yr.2-4	Schedule and protocol	Director of Research and Evaluation (DRE), Evaluator
All	Content developed for DLP and publications	Annually	Brochure, curriculum and assessment guides/other materials/DLP	LUSD, ELT, Partners
1.1-6.2	Gather and analyze formative data	Monthly; quarterly	Refine/modify program elements based on results	ELT, Evaluator
5.1. 5.2	Conduct technology audit to determine needs	May-June 2013	Report of audit/description of needs/purchase of supplies	ITS
1.1,1.2, 6.1, 6.2	Develop log and survey to track daily use of technology for instruction	May-June 2013	Student log and mobile device use	Instructional Technology Specialist (ITS)
1.1,1.2,5.1,5.2, 6.2	Conduct surveys	September 2013 and Ongoing	Surveys conducted per evaluation plan; analyzed and results reported	Evaluator
All	Conduct interviews/observations	Annually	Results used for fidelity to implementation plan	Evaluator
All	Prepare annual performance report	Annually	Report completed and submitted per guidelines established by the US Department of Education	ETL

F. Budget and Sustainability *(*20 total points)

The extent to which—

(F)(1) Budget for the project *(10 points)*

The applicant's budget, including the budget narrative and tables—

(a) Identifies all funds that will support the project (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds); and

(b) Is reasonable and sufficient to support the development and implementation of the applicant's proposal; and

(c) Clearly provides a thoughtful rationale for investments and priorities, including--

(i) A description of all of the funds (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds) that the applicant will use to support the implementation of the proposal, including total revenue from these sources; and

(ii) Identification of the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period, as described in the proposed budget and budget narrative, with a focus on strategies that will ensure the long-term sustainability of the personalized learning environments; and

(F)(2) Sustainability of project goals *(10 points)*

The applicant has a high-quality plan for sustainability of the project's goals after the term of the grant. The plan should include support from State and local government leaders and financial support. Such a plan may include a budget for the three years after the term of the grant that includes budget assumptions, potential sources, and uses of funds.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Six pages (excluding tables)

(F)(2) Sustainability of project goals

Project **EMPOWER!** will use Race To The Top-District grant funds to transition the district's performance-based system (PBS) through its developmental period of reform into a ***sustainable,*** district-wide systemic practice ***that can be replicated for other districts*** through ***Learner and Facilitator Digital Learning Platforms (DLPs).*** The overarching goal is to bring the project's ***Personalized Mastery Learning System*** to viral scalability as a solution to closing the poverty achievement gap.

Planning for sustainability is an ongoing part of our continuous improvement process and although funding is an essential component of building sustainability, we know it is a combination of factors that makes a program capable of lasting over time – a high quality program design, demonstrated results, dedicated leadership, highly effective staff, and strategic partnerships. Our plan for sustainability focuses on five fundamental concepts that will increase the chances that the goals of Project **EMPOWER!** will be sustained and maintained over time: 1) *Focused vision*; 2) *Effective leadership*; 3) *Efficient organizational structure*; 4) *Strong partnerships*; and 5) *Secure funding*.

1. Focused vision

LUSD has transformed a **bold vision** of school reform **into reality**. With a laser focus on learning, LUSD redesigned the educational system from a time-based, traditional instructional model to one that is **personalized to meet the needs of *all* students**. LUSD's PBS is a systemic reform effort that includes 100% of the school community - *all* students, *all* parents, *all* teachers, *all* staff, and *all* administrators. The shared vision and commitment to personalized mastery learning, as described in the *LUSD Strategic Design*, is integrated into the **culture of the school and community** increasing the likelihood that the goals of the project will be sustained over time.

2. Effective leadership

Effective leaders are needed to catalyze commitment to our vision and higher performance standards. Full commitment, full support, and inspirational leadership is required at the district, site, and classroom level; sustainability depends on many leaders thus the qualities of leadership must be held by many, not just a few. The project's investment in intensive professional development in leadership, change management, and its focus on student learning

and continuous improvement creates many leaders at all levels contributing to both the quality and the sustainability of the goals of the project. LUSD's commitment to life long learning ensures that ongoing opportunities to build leadership skills through professional development training, collaboration, online and face-to-face learning communities, and training resources in the Facilitator DLP will be available beyond the funding period (resources and opportunities to be identified in annual professional development plans).

3. Efficient organizational structure

Sustainability is achieved when *best practices* are made into *systemic processes and procedures* that are applied with fidelity and consistency throughout the organization. LUSD committed significant time and resources at the beginning of the reform initiative (begun in 2007) building an infrastructure that supports change over the long term. Leadership teams and teachers worked with experts in the field of education, educational reform, and performance-based systems to develop the policies, procedures, and systems to support change over time. Project **EMPOWER!** will strengthen this infrastructure to institutionalize the performance-based system as a part of the culture of lifelong learning in LUSD. The project's continuous improvement, constant refinement, and consistent focus ensures that the organizational structures adapt to meet the needs of learners, facilitators, parents, and administrators building the capacity for sustained innovation.

4. Strong partnerships

The Lindsay community has a long history of working together to meet the needs of students and families. The Healthy Kids/Healthy Lindsay (HK/HL) Community Collaborative originally came together over a decade ago to develop a successful Healthy Start program; HK/HL continues to meet quarterly and currently consists of over 25 agencies and organizations dedicated to the children, youth, and families in the Lindsay community. Through the LUSD Healthy Start Family Resource Center, families are connected to resources that support healthy families at the Resource Center and at our school sites. Partnerships with Tulare Youth Service Bureau, Family Services of Tulare County, and Turning Point Youth Services provide services such as individual and small group counseling, early mental health services, drug/alcohol prevention and intervention counseling, and parent education support. The services that these partner organizations provide for our families contribute to the success of our children and youth;

relationships have been built over time and will continue well beyond the funding period. LUSD obtains renewed commitments through Memoranda of Understanding (MOUs) annually from our partners outlining both continuing and additional resources and services to meet the needs of our families.

New partnerships have been developed in the transition to the performance-based system and partners will continue to contribute to the project during this developmental phase, building the capacity for sustained change beyond the funding period. For example, our partnership with the California State University, Fresno (CSUF) has the potential to change the way new teachers are trained; LUSD will work with CSUF, Kremen School of Education and Human Development, to develop a residency program that prepares new teachers to work in a **personalized performance-based** learning system (see Fresno State Letter of Support following Appendix). Additionally, The Rural Education for Americans Project (REAP) Scholarship Program chose to implement the program in Lindsay because of its groundbreaking student-centered approach to learning. Seventh through 12th grade students can earn from $2,500 to $45,000 in college scholarships based on mastery of LUSD's core content and Life Long Learning Standards. REAP has committed to funding the Scholarship Program (approximately $200,000 in awards annually) during and beyond the federal funding period (see REAP Letters of Support following Appendix).

Partnerships with Marzano Research Lab, Reinventing Schools Coalition, WestEd, Three Shapes, CSUF, and Bea McGarvey developed to support LUSD's PBS and the Learner and Facilitator DLPs are likely to continue beyond the funding period as LUSD's PBS will continue to evolve as teachers and leaders try out new ways to best meet student needs. Both DLPs are scalable digital learning ecosystems that allow for modifications in response to the latest advances in information and technology, and flexible enough to cater to the specific needs and requirements of individual learners. Partners will continue to contribute to the development of resources for the DLP well into the future.

Findings published during the funding period including stakeholder reports, brochures, newsletters, and PBS resources such as curriculum and assessment guides available through both DLPs and will contribute to building awareness of the project. Once the funding period has ended, publications may continue to be produced through partners who have contributed to the

fulfillment of the project; partners will be instrumental in promoting sustainability of the project goals through their dissemination of the published work.

5. Secure funding

LUSD will invest considerable project resources in increased staffing and professional development for all teachers in order to accelerate systemic implementation of **personalized mastery learning**, **development of the DLP platforms**, and **create a library of common practices** that support a **personalized mastery learning system**. Specialists will be hired to scale up the project and increase the capacity of teachers and leaders to sustain system reform; therefore, these positions (Project Director, Curriculum Specialists, Teachers on Special Assignment, and Internet Resource Specialists) will not be required beyond the funding period for several reasons.

First, the Project Director is crucial *during* the project period to manage development and implementation of activities and components of the project; the project components will be institutionalized into the LUSD PBS by the end of the project period and assumed as a part of district and site leadership responsibilities. **Second,** the Curriculum Specialists are responsible for providing content for Level 4 curriculum, project based units, and assessments as part of the development of both the Learner and Facilitator DLP; once the platforms are fully developed, these positions will not be required to sustain the LUSD PBS as many LUSD teachers will have a greater level of Common Core/Career Ready expertise. **Third**, the six teachers hired to facilitate collaboration and teach project based units will no longer be required as the teacher calendar will be adjusted to include increased collaboration time and project based lessons developed through Project **EMPOWER!** will be included in the Facilitator DLP. **Finally,** all digital technology resources and lessons developed by the Internet Resource Specialists (IRS) will be available for students and teachers on the Learner and Facilitator DLP at the end of the project, eliminating the need for continued staffing of these positions.

The competency of learning facilitators and leaders will be greatly increased through the grant activities; LUSD staff's capacity for highly effective instruction will be developed and increased through intensive professional development/training modules. Beyond the funding period, no additional days beyond those negotiated as part of the regular teacher contract will be necessary, as staff will have access to professional development modules via the Facilitator DLP,

collaborative sessions, and training provided by highly effective teacher leaders whose expertise was developed through this project. In the 3rd and 4th Year of Project **EMPOWER!**, LUSD teacher leaders will increasingly assume the role of professional development providers further supporting sustainability beyond the funding period.

In a systemic district-wide reform effort, all district resources are leveraged in support of the PBS. The components of the PBS can be sustained through district General Education Funds, Title I, Title II, Title III, and Economic Impact Aid (EIA). Funding for specific program elements will be provided through collaborative partnerships such as REAP Foundation and Healthy Start Family Resource Center. As part of our sustainability plan, we will continue to strengthen existing relationships and establish new partnerships during and beyond the project period. The district is proactive in pursuing a variety of additional funding through discretionary grants, resources available through local government, and support through local and national non-profit organizations.

Project **EMPOWER!** has developed a sustainability plan that includes focused vision, effective leadership, efficient organizational structure, strong partnerships, and secure funding to ensure that the goals of the project continue well into the future. The investments made in building the capacity of the school community to support the change from a traditional time-based educational system to a learner-centered performance based system and providing resources to support teaching and learning (i.e., DLPs) will create sustained innovation in LUSD over the long term. The resources developed through Project **EMPOWER!**, including LUSD's developed and tested sustainability plan, will accelerate implementation of performance-based systems in districts throughout the state, the nation, and the international education community thereby increasing the potential for more positive student achievement results and further expanding the sustainability of the performance based educational model.

X. COMPETITIVE PREFERENCE PRIORITY

Competitive Preference Priority (10 total points)
Competitive Preference Priority: Results, Resource Alignment, and Integrated Services. The Department will give priority to an applicant based on the extent to which the applicant proposes to integrate public or private resources in a partnership designed to augment the schools' resources by providing additional student and family supports to schools that address the social, emotional, or behavioral needs of the participating students (as defined in this notice), giving highest priority to students in participating schools with high-need students (as defined in this notice). To meet this priority, an applicant's proposal does not need to be comprehensive and may provide student and family supports that focus on a subset of these needs.

To meet this priority, an applicant must—

(1) Provide a description of the coherent and sustainable partnership that it has formed with public or private organizations, such as public health, before-school, after-school, and social service providers; integrated student service providers; businesses, philanthropies, civic groups, and other community-based organizations; early learning programs; and postsecondary institutions to support the plan described in Absolute Priority 1;

(2) Identify not more than 10 population-level desired results for students in the LEA or consortium of LEAs that align with and support the applicant's broader Race to the Top – District proposal. These results must include both educational results and other education outcomes (e.g., children enter kindergarten prepared to succeed in school, children exit third grade reading at grade level, and students graduate from high school college- and career-ready) and family and community supports (as defined in this notice) results;

(3) Describe how the partnership would –

(a) Track the selected indicators that measure each result at the aggregate level for all children within the LEA or consortium and at the student level for the participating students (as defined in this notice);

(b) Use the data to target its resources in order to improve results for participating students (as defined in this notice), 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;

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

(d) Improve results over time;

(4) Describe how the partnership would, within participating schools (as defined in this notice), integrate education and other services (e.g., services that address social-emotional, and behavioral needs, acculturation for immigrants and refugees) for participating students (as defined in this notice);

(5) Describe how the partnership and LEA or consortium would build the capacity of staff in participating schools (as defined in this notice) by providing them with tools and supports to –

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

(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 (as defined in this notice) identified by the applicant;

(c) Create a decision-making process and infrastructure to select, implement, and evaluate supports that address the individual needs of participating students (as defined in this notice) and support improved results;

(d) Engage parents and families of participating students (as defined in this notice) in both decision-making about solutions to improve results over time and in addressing student, family, and school needs; and

(e) Routinely assess the applicant's progress in implementing its plan to maximize impact and resolve challenges and problems; and

(6) Identify its annual ambitious yet achievable performance measures for the proposed population-level and describe desired results for students. *In the text box below, the applicant should describe its current status in meeting the priority and/or provide its high-quality plan for meeting the priority.*

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the priority (if any), and how each piece of evidence demonstrates the applicant's success in meeting the priority. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Six pages (excluding tables)

X. Competitive Preference Priority

The community has a long history of collaboration and involvement to provide support services for Lindsay Unified School District's children, youth, and families. Working together for over a decade, the *Healthy Kids/Healthy Lindsay Collaborative* (HK/HL) is comprised of over 25 agencies and organizations including representatives from business, law enforcement, city, LUSD, and non-profits. The LUSD Health Start Family Resource Center focuses on strengthening and stabilizing our learner's home environment through partnerships with a variety of agencies and organizations such as Turning Point Youth Services, Family Services of Tulare County, the City of Lindsay, and Tulare County Office of Education, Reconnecting Youth Program.

One of the most recent partnerships integrating public and private resources is between the Rural Education for Americans Project (REAP) and LUSD. The partnership not only provides strategies to increase academic success for our high needs youth but also supports the social-emotional needs of participating youth and the economic health of the Lindsay community. The goals of the program support and enhance the goals of Project **EMPOWER!**

The REAP Foundation selected Lindsay Unified and its performance-based system to launch its pilot incentive-based scholarship and college-readiness program at Lindsay High School in 2010 after an extensive search for a local education agency making a difference in educating at risk youth and one that was also committed to fully developing the scholarship program. The REAP Scholarship Program was designed based on Lindsay's performance based system. See Letter of Support following Appendix.

REAP is a non-profit foundation established by a California Central Valley farming family that was established to support education in rural communities. The mission and fundamental goals of the REAP Foundation are:

- Create a college-going culture in communities with few university graduate role models by incentivizing students to achieve academically and make plans for their future;
- Familiarize students and their families with the pathway to college, and help them to be attentive to the college track throughout the student's middle and high school tenure;
- Help students locate and secure grants and scholarships in addition to REAP funds, and help students and their families make a financial plan for college;

- Push students to set high standards, and encourage them to develop and practice their leadership skills.

The **REAP Foundation Scholarship Program** was established *exclusively* for Lindsay youth to incentivize academic success and create a college-going culture from an earlier age than typical college scholarship programs by rewarding academic success incrementally, beginning in the 7th grade, allowing students to earn college funds for high scores in their LUSD core courses. The REAP program is available to learners with at least one parent who is a first-generation immigrant, parents who do not possess a four-year college degree from the United States, and earn a combined family income of less than $80,000 per year. Please see REAP Scholarship Agreements in the Appendix, pages 190-192.

Eligible learners in the 7th and 8th grades earn $500 toward their college fund by achieving a score of 3.5 on 75% of the LUSD Measurement Topics (MTs) and maintaining a 4.0 on Life Long Learning Standards (Life Skills). Learners can earn another $500 for scoring *Proficient* or *Advanced* on the California Standards Test (CST); earning $1,000 or more in REAP funds in one year earns a $250 Bonus (see chart on the right).

EARN $500
($250 each for Math and ELA) when you achieve a 3.5 score on 75% of LUSD Measurement Topics *AND* maintain a 4.0 Life Skills Grade.

EARN a $250 Bonus
when you earn $1000 or more of REAP funds in one year!

EARN $500
($250 each for Math and ELA) for scoring proficient or advanced on the **CSTs** during 7th and 8th grade

EARN up to $2500 in 7th and 8th Grade for College!
Chance to apply for Super Scholarships for rewards of up to $45,000 by 12th grade!

Eligible learners in 9th-12th grades can earn $125 for a final course score of 3.5 or 4.0 in Part A and another $125 for Part B in any LUSD core or foreign language class and $500 for passing the California High School Exit Exam (CAHSEE) in 10th grade. Students must maintain a Life Skills score of 4.0 in the course that qualifies them to earn REAP funds. Students who do not meet a minimum of $2,500 in REAP rewards by graduation forfeit REAP earnings back into their class's fund. All eligible learners in grades 7-12 have a chance to apply for Super Scholarships for rewards of up to $45,000 in 12th grade.

$125 for 3.5 or 4.0 final course score in Part A and another $125 for Part B in **any core or foreign language class** in 9th-12th grade
see website for complete list of eligible classes

$1000 Bonus
when you earn $1000 or more of REAP funds in one year

$500 for scoring proficient or advanced (380 points or higher) on your first attempt of the **CAHSEE** during 10th grade
excluded from minimum required for bonus

Chance to apply for **Super Scholarships** for rewards of **up to $45,000** in 12th grade!

This year (2012-2013) will be the first year scholarships are awarded. REAP"s first awards for approximately $190,000 in scholarships will go to the graduating class of 2013. Learners participating in the program who have reached a minimum scholarship of $2,500 by the end of the first semester will be able to apply for a Super Scholarship (see Appendix, page 189) awarded to five students. Two students will have their earnings increased up to $45,000 and the other three up to $10,000.

Mentoring is a key element of the program. REAP provides a **full-time administrator/counselor** at Lindsay High School (funded through REAP) and a 7th-8th grade REAP Coordinator at the six K-8th grade sites (funded by LUSD) to act as a mentor to participants, motivate learners to achieve high standards, provide help in navigating the pathway to college, and help students access the funding to pay for college. The REAP Counselor works with students to train them as mentors for the program and with parents to help them support their child's school success. Please see Letters of Support following the Appendix.

High school learners participating in the REAP Scholarship Program are required to complete 20 hours of mentoring each year. This requirement can be met by tutoring peers and younger students, helping to expose them to pathways for academic success; participating in organizing parent empowerment workshops, demystifying the pathway to college and encouraging the development of a college-going culture; or by helping the REAP Counselor and Coordinators disseminate information about college pathways and encouraging more students to participate in the REAP Scholarship Program and the workshops it holds throughout the year. The spirit of mentorship will continue in the college scholarship recipients, as they will be required to participate in an online networking group, facilitated by the REAP Counselor, connecting Lindsay alumni to current Lindsay high school students. This requirement will help bridge the gap between high school and college and foster a sense of community service, leadership, and the desire to improve the local community.

Please see Population Level Desired Results chart on the following page.

Population Group	Type of Result (e.g., educational or family and community)	Desired Results
REAP Eligible Learners 7-12th grade	Educational	Increase in number of students in program
REAP Eligible Learners 7-12th grade	Educational	Increase in graduation rate
REAP Eligible Learners 7-8th grade	Educational	Mastery of LUSD core content in ELA
REAP Eligible Learners 7-8th grade	Educational	Mastery of LUSD core content in math
REAP Eligible Learners 10th grade	Educational	Passing the CA High School Exit Exam required to graduate
REAP Eligible Learners 7-12th grade	Social-emotional	Improve life skills/behavior
REAP Eligible Learners 7-12th grade	Educational	More learners prepared for postsecondary education and careers
REAP Eligible Learners 7-12th grade	Community	Create a college-going culture in the school community
REAP Eligible Learners 7-12th grade	Family/Community	Improve the financial ability to attend college
REAP Eligible Learners 7-12th grade	Family/Community	Increase opportunities for financial aid

To determine if learners (participating and non-participating) are on track for graduation (Indicator 2), increase scores in ELA and math (Indicators 3-4), and maintain a 4.0 in Life Long Learning Standards (Indicator 6), data will be tracked using the information on the Learner Digital Learning Platform (DLP). For Indicator 1, the REAP Counselor will track the number of Scholarship Agreements that are completed per grade level each year of the project. Performance on the CAHSEE (Indicator 5) is collected for all learners and will be disaggregated for participating learners. The REAP staff track the progress of all participating students and will be responsible for tracking Indicators 7-10; LHS Counseling Team will gather data for non-participating students. As part of Project **EMPOWER!**, the LHS counseling team and REAP Counselor will develop a protocol to track post-secondary enrollment in community college, university, or technical/trade school.

LUSD PBS is a continuous improvement model in which data is reviewed on an ongoing basis to monitor progress toward individual and program goals in order to target instruction, provide support for *all* learners, and to refine and/or modify program services to improve effectiveness, particularly for learners with special needs, English Learners, and those living in

poverty. The REAP Counselor tracks learner progress, encourages participants to stay on track and earn high scores in core classes, and provides support based on the learner's needs. The support provided may be tutoring (provided by the counselor, another REAP participant, or teacher), small group seminar, mentoring, assistance in navigating the pathway to college, providing resources for families or referral to other existing support services such as counseling, Healthy Start Family Resource Center to assist with family stability and child welfare issues.

The program began in the 2010-11 school year and was offered exclusively to the freshman classes of 2009 and 2010. Students from the freshman class of 2009 were retroactively awarded REAP scholarship funds for their performance in LUSD core classes. In 2011-12, the program added the new 9th grade class and this year (2012-13) added the 7-8th grade classes at each of our K-8 elementary schools. In addition to adding grade levels, REAP and LUSD have made deliberate efforts to increase the impact of the program over time in several ways. First, the REAP Scholarship Program operates from the principle that each learner will do better if all the learners around him/her are doing better, thus creating a peer culture of high expectations. As learners participate in the program by earning money for college, mentoring other learners, and participating in the online networking, the number of learners participating will increase each year. Next, the REAP Counselor facilitates a series of parent workshops to provide information on topics related to preparing for postsecondary education. The workshops both help to solicit participation in the program and foster a college-going mentality throughout the community. Third, the REAP Foundation has ensured that the necessary resources are in place so that the quality of services and staff will be maintained to expand the model to include an annual increase in participation over time. The REAP Foundation intends to fund the scholarships for each class at LHS with $200,000 per year for 10 years. The chart above right is a forecast of the scholarship earnings of eligible students in the LHS freshman class graduating in 2013, prepared by the REAP Foundation. The chart does not include the Super Scholarship Funds mentioned on the top of page 100.

Class of 2013 Freshman Year Scholarship Results

# of Classes w/ good grades	# of students	$/STUDENT	+BONUS	TOTAL $
8	3	$ 1,000.00	$1,000.00	$ 6,000.00
7	0	$ 875.00		$ -
6	2	$ 750.00		$ 1,500.00
5	7	$ 625.00		$ 4,375.00
4	10	$ 500.00		$ 5,000.00
3	15	$ 375.00		$ 5,625.00
2	20	$ 250.00		$ 5,000.00
1	49	$ 125.00		$ 6,125.00
TOTAL:	**106**			**$33,625.00**

Specialized attention is given to REAP program participants to encourage and foster high achievement. Participants are provided guidance on navigating the pathway to college and discovering colleges and careers that fit their interest. Participating learners experience virtual field trips to colleges and universities. Off-campus field trips may be offered as additional funding becomes available. Data gathered on the effectiveness of program components is used to improve program services, contributing to improved results over time.

REAP and LUSD work together to provide integrated services to participating learners and their families. The REAP Counselor works closely with the counseling team at the high school and Learning Directors and REAP Coordinators at the six 7th and 8th grade sites. Closely monitoring the progress for participating students, the REAP Counselor and teacher may work together to provide specific interventions such as tutoring or mentoring. Learners and families are often referred to the LUSD Healthy Start Resource Center to receive mental health, general health, and parenting support. The REAP Counselor serves as the financial expert to all learners at LHS, exposing learners to the many opportunities available to secure college funding, cataloging both public and private funding outside of the REAP Scholarship Program that may not be widely known or understood.

In support of the goals of the partnership, the REAP Counselor has access to the *Educate* Learner DLP to assess the needs and interests of each participating learner, track their progress on Measurement Topics (MTs) and Life Long Learning Standards, and results on assessments such as CST and CAHSEE. The information obtained through *Educate* as well access to a wide variety of resources in the school and community, help the REAP staff design activities such as parent workshops, community forums, support services for participating students, and development of mentoring services.

The REAP Counselor is part of a team consisting of the LHS Principal, counselors, Athletic Director, and Dean of Supervision that meet weekly regarding issues that effect the school; data from the REAP program is reviewed at these meetings and in weekly meetings with the Principal to assess progress toward goals, implementation progress, effectiveness of program supports, and make decisions to refine or adjust activities as needed.

Parents and families of participating students are required to attend a series of meetings focused on preparing for and succeeding in college, goal setting, financial aid, and how to help

your child be successful in school. Parents are encouraged to provide input on the program through surveys (workshop feedback, satisfaction survey) and interviews. Input received is used to identify needs and improve services for participating families on an ongoing basis.

The REAP Foundation Assistant Director and LHS REAP Counselor meet monthly via Skype to review implementation progress and address any challenges that impact the effectiveness of the program at all levels. Any proposed changes or revisions to program activities are discussed with the principal and the Leadership Team.

The following ten performance measures are aligned with Project **EMPOWER!** Baselines will be established for project measures 2-6 and 8-10 in the spring of 2013.

1. There will be an increase of 5% in the number of learners participating in the REAP Scholarship Program in Years 1-2; 8% in Year 3; 10% in Year 4 as measured by the number of REAP Scholarship Agreements signed annually. Baseline 2011-12: 267
2. There will be a 10% increase each year of the project in the number of 9-12th grade participants on track to graduate as measured by being active at a Content level equal to or above grade level available on the Learner DLP. Baseline to be established 2012-13.
3. There will be an annual increase of 5% in the number of 7-8th grade participants scoring at the advanced level (3.5-4.0) in English Language Arts available on the Learner DLP. Baseline to be established 2012-13.
4. There will be an annual increase of 5% in the number of 7-8th grade learners scoring at the advanced level (3.5-4.0) in math available on the Learner DLP. Baseline 2012-13.
5. There will be an increase of 8% annually in the number of participants passing the California High School Exit Exam (CAHSEE) on the first attempt in 10th grade as measured by CAHSEE results. Baseline to be established 2012-13.
6. There will be an annual 10% increase in the number of participants (9-12th grade) maintaining a 4.0 in Life Long Learning Standards in core content courses available on the Learner DLP. Baseline to be established 2012-13.
7. There will be an annual 8% increase in the number of learners who graduate prepared for college and career as measured by graduation statistics, and scores on Life Long Learning Standards. Baseline: 70.2% (Graduation rate 2012-13) Baseline Life Long Learning Standards: 50.5%

8. Each year of the project there will be a 5% increase in the number of participants who enroll in post secondary education as measured by REAP Counselor records. Baseline to be established in 2012-2013.
9. There will be an annual increase of 10% in the number of participants who apply for Super Scholarships (REAP Counselor records). Baseline 2011-12: 25 participants
10. Increase the number of learners completing applications for grants or scholarships beyond the REAP program by 5% (REAP Counselor records). Baseline to be established in 2012-13.

Implementation Management Plan

Objective	Activities	Timeline				Deliverables	Person(s) Responsible
		Y1	Y2	Y3	Y4		
1	Collaboration with Leadership Team (LT) at LHS and 7-8th grade sites	✓	✓	✓	✓	Schedule of meetings; Presentation for staff and students; goals and responsibilities; distribute flyers	REAP Counselor (RC), Coordinators (C), LTs
	Develop detailed evaluation management plan	✓	✓	✓	✓	Baselines for performance indicators established; plan includes data to be collected, timeline, responsibilities Year 1; updated in subsequent years	RC, C, Evaluator (E)
All	Identify and recruit new students for program based on eligibility	✓	✓	✓	✓	Additional students at all grade levels	RC, C, Teachers (T), Guidance Counselors (GC)
1,7, 8, 9, 10	Schedule parent workshops		✓	✓	✓	Series scheduled	RC, C
2-7	Train mentors and tutors		✓	✓	✓	Training completed; mentor schedule developed	RC, C
2-7	Track mentoring hours	✓	✓	✓	✓	20 hours/annually	RC, C
1-6	Facilitate online networking group		✓	✓	✓	Graduates in college mentoring current high school students	RC, Graduates, LHS Learners
8	Develop protocol to track postsecondary enrollment	✓	✓	✓	✓	Protocol developed Year 1 and implemented in Year 2-4	RC, GC
2-9	Monitor participant progress	✓	✓	✓	✓	Individualized support and guidance	RC, C
7-10	Provide college counseling	✓	✓	✓	✓	College/career information, assistance with financial aid, goal setting	RC, C
All	Prepare brief written report for Project **EMPOWER!** Evaluation Leadership Team (ELT), REAP Board of Directors	✓	✓	✓	✓	Quarterly report	RC

XI. BUDGET

Budget Requirements and Evidence for Selection Criteria (F)(1)

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	$153,575	$1,777,565	$1,559,132	$1,395,586	$4,885,858
2. Fringe Benefits	$40,536	$537,666	$513,090	$496,935	$1,588,227
3. Travel	$8,000	$8,000	$8,000	$8,000	$32,000
4. Equipment					
5. Supplies	$80,000				$80,000
6. Contractual	$604,000	$899,600	$627,600	$611,600	$2,742,800
7. Training Stipends					
8. Other	$25,000	$25,000	$25,000	$25,000	$100,000
9. Total Direct Costs	**$911,111**	**$3,247,831**	**$2,732,822**	**$2,537,121**	**$9,428,885**
10. Indirect Costs*	$28,573	$200,924	$178,177	$163,441	$571,115
11. Total Grant Funds Requested	**$939,684**	**$3,448,755**	**$2,910,999**	**$2,700,562**	**$10,000,000**
12. Funds from other sources used to support the project	Project **EMPOWER**! will be supported by the district's overall budget because it will be implemented at every staff level and at every school, for every subject. All funding sources will be allocated to every aspect of the program implementation.				
13. Total Budget	**$939,684**	**$3,448,755**	**$2,910,999**	**$2,700,562**	**$10,000,000**

BUDGET SUBPART 2: OVERALL BUDGET SUMMARY NARRATIVE

The budget for the LUSD 2012 RTTT-D has been formulated to address the primary goal of the LUSD program, which is to **transition the district through the developmental phase of reform by creating a performance based system which leads to personalized mastery learning and ensures a secure foundation** for *sustainability* and *replicability* of the LUSD performance-based system (PBS). Highly effective teachers and administrators will improve knowledge and skills through participation in research-based professional development; the district will enable K-12 systemic integration of learning through technology and comprehensive assessments for learners ensuring college- and career-readiness; and published results through project evaluation and continuous improvement will inform stakeholders and federal, state, and local leaders regarding the replicability of the LUSD PBS. Costs for the project are reasonable and are concentrated on 1) creating a personalized mastery learning environment throughout the district, and 2) establishing a concrete basis for continued implementation of the PBS once the funding period is over. At the end of the funding period, the LUSD PBS will be available for single grade, grade-range, or K-12 development and implementation; components will be replicable throughout the state and nation.

Project **EMPOWER**! encompasses six primary project areas, for which the following budgets have been prepared. To further support long-term success, LUSD will hire several key positions to oversee project activities, incorporate the activities and components into the LUSD curriculum, and most importantly, **develop a product that can be sustained after the funding period, *without* these key project personnel**. Travel for the Project Director and technical infrastructure assistance for the eight LUSD schools are included in the LUSD Personnel project budget.

In these separate project budgets (other than the LUSD Personnel budget), expenditures are primarily based on contracts with outside partners and vendors. These contracts are designed to focus on one-time or grant-funding-period investments in development of technology (Digital Learning Platform); development of performance-based assessments (Level 4 Assessments for learners); development of tools for replication (including modular units); and a series of Professional Development Training and Coaching programs designed to strengthen the existing administration leadership team; develop cadres of teacher leaders, and empower personnel (initially hired through the project) to continue to deliver the training and coaching within the district after the federal funding period ends. Two additional grant-specific projects, evaluation for reporting and continuous improvement, and publications for dissemination of the results of the program, round out the list of projects in this proposal. Contractors will be selected through Requests For Proposals in compliance with *the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.*

Budget Table 2-1: Overall Budget Summary Project List **Evidence for:** (F)(1)				
Project Name	**Primary Associated Criterion and location in application**	**Additional Associated Criteria and location in application**	**Total Grant Funds Requested**	**Total Budget**
2012 RTTT-D Lindsay Personnel	Section IX: Sections A-F, pages 16-95		$7,098,665	$7,098,665
2012 RTTT-D Professional Development	Section IX: A3-4, pages 30-34; C1-2, pages 53-72; D2, pages 78-79; E1-3, pages 82-87; F2, pages 91-95	Section IX: D1, pages 75-78	$1,211,536	$1,211,536
RTTT-D Digital Learning Platform	Section IX: C1-2, pages 53-72; D1-2, pages 75-79; E1, pages82-83; F2, pages 91-95		$767,650	$767,650
RTTT-D Publications	Section IX: B2, page 41; B4, page 46; D2, pages 78-794; E1-2, pages 82-83	Section IX: F2, pages 91-95	$139,350	$139,350
2012 RTTT-D Level 4 Assessment	Section IX: A1, pages 16-21; A4, pages 33-34; C1-2, pages 53-72; D1, pages 75-78; E3, pages 83-87	Section IX: F2, pages 91-95	$148,695	$148,695
RTTT-D Replication	Section IX: A1, pages 16-21; A3, pages 30-33; B4, page 46; D2, pages 78-79; E1-2, pages 83-83; F2, pages 91-95		$151,883	$151,883
RTTT-D Evaluation and Continuous Improvement	Section IX: A1, pages 16-21; B1-5, pages 36-50; D1-2, pages 75-79; E1-3, pages 82-87; F2, pages 91-95	Section IX: A3, pages 30-33	$482,221	$482,221
TOTALS			**$10,000,000**	**$10,000,000**
			Total Grant Funds	**Total Budget**

BUDGET SUBPART 3a: PROJECT-LEVEL BUDGET SUMMARIES

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

Applicant Name	Lindsay Unified School District
Project Name:	2012 RTTT-D Lindsay Personnel
Primary Associated Criterion and Location in Application:	Section IX: Sections A-F, pages 16-95
Additional Associated Criteria (if any) and Location in Application:	

Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$153,575	$1,777,565	$1,559,132	$1,395,586	$4,885,858
2. Fringe Benefits	$40,536	$537,666	$513,090	$496,935	$1,588,227
3. Travel	$8,000	$8,000	$8,000	$8,000	$32,000
4. Equipment					
5. Supplies					
6. Contractual					
7. Training Stipends					
8. Other	$25,000	$25,000	$25,000	$25,000	$100,000
9. Total Direct Costs (lines 1-8)	**$227,111**	**$2,348,231**	**$2,105,222**	**$1,925,521**	**$6,606,085**
10. Indirect Costs*	$12,239	$176,826	$158,523	$144,992	$492,580
11. Total Grant Funds Requested (lines 9-10)	**$239,350**	**$2,525,057**	**$2,263,745**	**$2,070,513**	**$7,098,665**
12. Funds from other sources used to support the project	Project **EMPOWER**! will be supported by the district's overall budget because it will be implemented at every staff level and at every school, for every subject. All funding sources will be allocated to every aspect of the program implementation.				
13. Total Budget (lines 11-12)	**239,350**	**2,525,057**	**2,263,745**	**2,070,513**	**7,098,665**

BUDGET SUBPART 4a: PROJECT-LEVEL BUDGET NARRATIVE
LUSD Personnel

The LUSD project personnel who will be hired through Project **EMPOWER!** will be crucial to the implementation and sustainability of the project, in that they will a) further refine and implement the products, systems, and procedures that will fully integrate the LUSD PBS, and b) provide for the continued implementation after the funding period *without* this additional staff. It is likely, however, that the Instructional Technology Specialist and two Internet Resource Specialists, who are key resources for teachers and overall PBS implementation, will be retained after the funding period, paid for through LUSD General Funds. This category of expenditures was categorized as its own project due to the nature of the ***overall*** program, that is, the systemic integration of **personal mastery learning** throughout the entire district. It becomes nearly impossible to separate efforts of project personnel into one type of project or another when all personnel touch all students, all schools, and all aspects of Project **EMPOWER!**

Table 4-1a: Project-Level Itemized Costs

Cost Description	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel					
Project Director (1 FTE) The PD will oversee all aspects of the project from initial scope of work development through implementation, replication and publication of program outcomes. The PD will supervise project staff, liaison between LUSD and project partners, and participate in evaluation and replication efforts. The PD salary is based on $80,925 annually, with a partial year in Year 1, then 3% COLA in Years 3 and 4.	*$43,575*	*$80,925*	*$83,353*	*$85,854*	*$293,707*
PBS Curriculum Specialists (2 FTE) These CS will develop and refine elements of the LUSD PBS curriculum, and in addition to the professional development provided to all teaching staff through the program, they will receive additional training and coaching on how to develop teacher leaders within the performance-system in order to support sustainability after the project period. They will assist in the content development for the Digital Learning Platform particularly in their work with	*$70,000*	*$140,000*	*$144,200*	*$148,526*	*$502,726*

Table 4-1a: Project-Level Itemized Costs					
Cost Description	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
partners to enhance curriculum-related aspects. These CS will also provide a significant amount of content for the program's publications. The CS salary is an estimated amount at $70,000 year with approximately ½ year in Year 1, and 3% COLA in Years 3 and 4.					
New Teachers (6 FTE) These teachers will be the Level 4 facilitators in the district, and will develop curriculum and assessments for the Level 4 learners. With the two Curriculum Specialists, these teachers will be the driving force behind sustainability as they integrate new curriculum and assessments within the Learner Digital Learning Platform. They will also teach and model Level 4 project based units throughout district to all students, freeing up groups of teachers for collaboration and training related to PBS. The Level 4 Teacher salary is an estimated amount at $60,000 year with 3% COLA in Years 3 and 4.		*$360,000*	*$370,800*	*$381,924*	*$1,112,724*
Extra Days for Teachers (12 days tentatively approved by LTA in Year 2) As part of the developed professional development schedule, teachers will be paid for 12 additional days in which they will receive out-of-classroom training. Costs are are based on 200 teachers x $330/day x 12 days in Year 2, $340/day x 8 days in Year 3, and $350/day x 5 days in Year 4 (3% COLA in Years 3 and 4)	*$0*	*$792,000*	*$544,000*	*$350,000*	*$1,686,000*
Instructional Technology Specialist (1 FTE) The ITS is an administrative assignment and will lead all instructional technology efforts throughout the district and will provide the link between the curriculum work and the technological infrastructure needs. The ITS will work	*$40,000*	*$80,000*	*$82,400*	*$84,872*	*$287,272*

Table 4-1a: Project-Level Itemized Costs					
Cost Description	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
closely with the DLP developers and staff to ensure the systemic implementation of the process. The ITS annual salary is an estimated amount at $80,000 with approximately ½ year in Year 1, and 3% COLA in Years 3 and 4.					
Internet Resource Specialists (8 FTE, 1 per school) IR Specialists are technology-trained classified staff members who would provide direct support to students and staff in effectively finding information on the internet that will assist in planning or learning. They will work directly in our Library/Media Resource Centers and computer labs to ensure learners have the support they need in finding resources to engage in Level 4 learning or personalized mastery learning via technology. The IRS salary is an estimated amount at $40,580; 3% COLA in Years 3 and 4.		*$324,640*	*$334,379*	*$344,410*	*$1,003,429*
Total Personnel	$153,575	$1,777,565	$1,559,132	$1,395,586	**$4,885,858**
2. Fringe Benefits are calculated based on approximate percentages and include all benefits required by law and local labor agreements for certificated and classified staff					
Project Director (1) ~15% of salary	*$6,536*	*$12,133*	*$12,503*	*$12,878*	*$44,050*
Performance-based Curriculum Specialists (2) ~40% of salary	*$28,000*	*$56,000*	*$57,680*	*$59,410*	*$201,090*
New Teachers (6) ~40% of salary	*$0*	*$144,000*	*$148,320*	*$152,770*	*$445,090*
Extra Days for Teachers ~15% of salary	*$0*	*$118,800*	*$81,600*	*$52,500*	*$252,900*
Instructional Technology Specialist (1) ~15% of salary	*$6,000*	*$12,000*	*$12,360*	*$12,731*	*$43,091*
Internet Resource Specialists (8) ~60% of salary	*$0*	*$194,733*	*$200,627*	*$206,646*	*$602,006*
Total Fringe Benefits	$40,536	$537,866	$513,090	$496,935	**$1,588,227**

Table 4-1a: Project-Level Itemized Costs					
Cost Description	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
3. Travel					
Travel allotment for Project Director's meeting	$8,000	$8,000	$8,000	$8,000	**$32,000**
4. Equipment	$0	$0	$0	$0	**$0**
5. Supplies	$0	$0	$0	$0	**$0**
6. Contractual	$0	$0	$0	$0	**$0**
7. Training Stipends	$0	$0	$0	$0	**$0**
8. Other					
All new district projects are required to assign technology assistance funds to support technology-related expenses that result from the project implementation, i.e. infrastructure, IT support staff, cabling, etc.	$25,000	$25,000	$25,000	$25,000	**$100,000**
9. Total Direct Costs:	$227,111	$2,348231	$2,105,222	$1,925,521	**$6,606,085**
10. Total Indirect Costs calculated on the first $25,000 of each contract	$12,239	$176,826	$158,523	$144,992	**$492,580**
11. Total Grant Funds Requested	$239,350	$2,525,057	$2,263,745	$2,070,513	**$7,098,665**
12. Funds from other sources used to support the project					
13. Total Budget	$239,350	$2,525,057	$2,263,745	$2,070,513	**$7,098,665**

BUDGET SUBPART 3b: PROJECT-LEVEL BUDGET SUMMARIES

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

Applicant Name	Lindsay Unified School District
Project Name:	2012 RTTT-D Lindsay Professional Development
Primary Associated Criterion and Location in Application:	Section IX: A3-4, pages 30-34; C1-2, pages 53-72; D2, pages 78-79; E1-3, pages 82-87; F2, pages 91-95
Additional Associated Criteria (if any) and Location in Application:	Section IX: D1, pages 75-78

Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	$55,000	$376,600	$376,600	$376,600	**$1,184,800**
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	$55,000	$376,600	$376,600	$376,600	**$1,184,800**
10. Indirect Costs*	$1,887	$8,283	$8,283	$8,283	$26,736
11. Total Grant Funds Requested (lines 9-10)	$56,887	$384,883	$384,883	$384,883	**$1,211,536**
12. Funds from other sources used to support the project	Project **EMPOWER**! will be supported by the district's overall budget because it will be implemented at every staff level and at every school, for every subject. All funding sources will be allocated to every aspect of the program implementation.				
13. Total Budget (lines 11-12)	$56,887	$384,883	$384,883	$384,883	**$1,211,536**

BUDGET SUBPART 4b: PROJECT-LEVEL BUDGET NARRATIVE
LUSD Professional Development

Not only has LUSD budgeted for staff to move the project forward; they have budgeted for significant investment in the training of ALL teachers and administrators. Throughout the year, teachers and administrators will participate in face-to-face training days, in-class coaching, virtual coaching, and training using videos made available through the Facilitator Digital Learning Program. At the start of each of Years 2-4, a 5-day Learning Symposium is planned. Partners will provide five days of training to rotating blocks of teachers. A 3-day session in the winter is also planned, with both partners and project staff providing the training. In late fall and late spring, 2-day sessions will also be provided; project staff will take the lead on these two trainings. The expenses in contracts for the professional development are intended to be incurred during the funding period only; with the district staff providing ongoing training and coaching in subsequent years.

Table 4-1b: Project-Level Itemized Costs

Cost Description	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	$0	$0	$0	$0	$0
2. Fringe Benefits	$0	$0	$0	$0	$0
3. Travel:	$0	$0	$0	$0	$0
4. Equipment	$0	$0	$0	$0	$0
5. Supplies	$0	$0	$0	$0	$0
6. Contractual *(for all contracts, LUSD will/has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36) As no specific rates are available until contracts are awarded, all contract amounts are based on industry research and estimated training/development costs that are appropriate and reasonable given the program's projected scope of work.*					
Professional Development Topic: Aligning instructional strategies to be most effective with certain Common Core State Standards. $45,000 in Year 1 to develop training and instructional strategies with Level 4 Curriculum and	$45,000	$50,000	$50,000	$50,000	**$195,000**

Table 4-1b: Project-Level Itemized Costs					
Cost Description	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
Assessment work and $15,000 years 2-4; $20,000 in Years 2-4 to administer annual training: 2 trainers x 5 trainer days x $3,500/trainer day					
Professional Development Topic: Leadership Team Training and Coaching. 2 trainers x 11 trainer days x $4,800/day training; 7 days for training at symposium/intersession and 4 days for technology integration within the Leadership Team role		$128,600	$128,600	$128,600	**$385,800**
Professional Development Topic: Working with teacher leaders in an interactive and engaging program to move from the traditional bureaucratic model to a collaborative and distributive leadership model focused on effective teacher performance and measurable student outcomes. One trainer for Curriculum Specialists Year 1; years 2-4, $1,000/trainer-day x 2 trainers x 5 days	$10,000	$10,000	$10,000	$10,000	**$40,000**
Professional Development Topic: Integrating the performance-based system with the Digital Learning Platform (DLP) 5 days x 2 trainers x 4000/trainer day includes travel and planning; $100,000/year additional in-class coaching		$140,000	$140,000	$140,000	**$420,000**
Professional Development Topic: Technology-based Expanded Learning 2 trainers x 5 trainer days x $4,800/day		$48,000	$48,000	$48,000	**$144,000**
Total Contracts	$55,000	$376,600	$376,600	$376,600	**$1,184,800**
7. Training Stipends	$0	$0	$0	$0	**$0**
8. Other	$0	$0	$0	$0	**$0**

Table 4-1b: Project-Level Itemized Costs					
Cost Description	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
9. Total Direct Costs:	$55,000	$376,600	$376,600	$376,600	**$1,184,800**
10. Total Indirect Costs calculated on the first $25,000 of each contract	$1,887	$8,283	$8,283	$8,283	$26,736
11. Total Grant Funds Requested	$56,887	$384,883	$384,883	$384,883	**$1,211,536**
12. Funds from other sources used to support the project					
13. Total Budget	**$56,887**	**$384,883**	**$384,883**	**$384,883**	**$1,211,536**

BUDGET SUBPART 3c: PROJECT-LEVEL BUDGET SUMMARIES

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

Applicant Name	Lindsay Unified School District
Project Name:	2012 RTTT-D Lindsay DLP
Primary Associated Criterion and Location in Application:	Section IX: C1-2, pages 53-72; D1-2, pages 75-79; E1, pages82-83; F2, pages 91-95
Additional Associated Criteria (if any) and Location in Application:	

Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies	$80,000				**$80,000**
6. Contractual	$388,000	$120,000	$80,000	$80,000	**$668,000**
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	$468,000	$120,000	$80,000	$80,000	**$748,000**
10. Indirect Costs*	$8,355	$3,765	$3,765	$3,765	**$19,650**
11. Total Grant Funds Requested (lines 9-10)	$476,355	$123,765	$83,765	$83,765	**$767,650**
12. Funds from other sources used to support the project	Project **EMPOWER**! will be supported by the district's overall budget because it will be implemented at every staff level and at every school, for every subject. All funding sources will be allocated to every aspect of the program implementation.				
13. Total Budget (lines 11-12)	**$476,355**	**$123,765**	**$83,765**	**$83,765**	**$767,650**

BUDGET SUBPART 4c: PROJECT-LEVEL BUDGET NARRATIVE
LUSD Digital Learning Platform

The Digital Learning Platforms (DLP) are the basis for implementing and maintaining the LUSD PBS throughout the entire district: all schools, all grades, all teachers/facilitators, all learners. The Level 4 Assessments, the replication, the publications, and the professional development projects described in the narrative are all tools to solidify the platform upon which LUSD's system will go forward. The costs in this project budget are based on one-time development. District staff, through professional development and daily immersion, will become masters of creating, modifying, linking, enhancing, and distributing digital content (whether it is curriculum-related, focused on career pathways, or public program information) through the DLP funded through Project **EMPOWER**! The DLP is the primary tool to ensure sustainability and will assist the staff with dissemination of the LUSD PBS. Costs are primarily incurred in Year 1 as the DLP is the foundation of full implementation and moderate to advanced functionality must be in place at the start of Year 2.

Table 4-1c: Project-Level Itemized Costs

Cost Description	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	$0	$0	$0	$0	**$0**
2. Fringe Benefits	$0	$0	$0	$0	**$0**
3. Travel	$0	$0	$0	$0	**$0**
4. Equipment	$0	$0	$0	$0	**$0**
5. Supplies					
Following the technology audit performed under this project (see Contractual section below), supplies for each school will be purchased. Currently, $10,000/school has been allotted to purchase needed equipment, in the form of a "tech materials budget" to be allocated to the classrooms based on content areas and need.	$80,000	$0	$0	$0	**$80,000**

Table 4-1c: Project-Level Itemized Costs					
Cost Description	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
6. Contractual *(for all contracts, LUSD will/has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36) As no specific rates are available until contracts are awarded, all contract amounts are based on industry research and estimated training/development costs that are appropriate and reasonable given the program's projected scope of work.*					
Enhancement of LUSD's learner progress monitoring system, *Educate*, so common formative assessments and end-of-topic assessments can be efficiently printed, graded and scanned directly into the recording/reporting feature; develop tools to help students understand which skills are required for certain career goals and help students develop a plan to achieve their goals; develop a more mature pacing and monitoring tool that will help students, teachers and parents to be aware of progress, challenges, and next steps. In addition, the program will expand the report library to take advantage of the data we are collecting to enable effective pacing and build transparency for learner needs and opportunities for accelerated learning. Funds are allocated in Year 1 as the work on the DLP must begin immediately following the development of the scope of work, in order to have initial functionality of the program before school starts in Year 2.	*$300,000*	$0	$0	$0	**$300,000**
Development of content for both DLPs, to include: Resources (text, video, graphic). The resources for the Learner DLP will be aligned to Level 4 assessment. The resources for the Facilitator DLP will be aligned to individualized professional development goals and include digital training modules.	*$48,000*	*$80,000*	*$40,000*	*$40,000*	**$208,000**
Creating and Linking professional development training videos and other content to the Facilitator DLP.	$0	*$40,000*	*$40,000*	*$40,000*	**$120,000**

Table 4-1c: Project-Level Itemized Costs					
Cost Description	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
Instructional Technology Audit to determine the technological needs of classrooms and teachers throughout the district.	*$40,000*	$0	$0	$0	**$40,000**
Total Contracts	$388,000	$120,000	$80,000	$80,000	**$668,000**
7. Training Stipends	$0	$0	$0	$0	**$0**
8. Other	$0	$0	$0	$0	**$0**
9. Total Direct Costs:	$468,000	$120,000	$80,000	$80,000	**$748,000**
10. Total Indirect Costs calculated on the first $25,000 of each contract	$8,355	$3,765	$3,765	$3,765	$19,650
11. Total Grant Funds Requested	$476,355	$123,765	$83,765	$83,765	**$767,650**
12. Funds from other sources used to support the project					
13. Total Budget	**$476,355**	**$123,765**	**$83,765**	**$83,765**	**$767,650**

BUDGET SUBPART 3d: PROJECT-LEVEL BUDGET SUMMARIES

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

Applicant Name	Lindsay Unified School District
Project Name:	RTTT-D Publications
Primary Associated Criterion and Location in Application:	Section IX: B2, page 41; B4, page 46; D2, pages 78-794; E1-2, pages 82-83
Additional Associated Criteria (if any) and Location in Application:	Section IX: F2, pages 91-95

Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	$13,000	$40,000	$40,000	$40,000	**$133,000**
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	$13,000	$40,000	$40,000	$40,000	**$133,000**
10. Indirect Costs*	$701	$1,883	$1,883	$1,883	**$6,350**
11. Total Grant Funds Requested (lines 9-10)	$13,701	$41,883	$41,883	$41,883	**$139,350**
12. Funds from other sources used to support the project	Project **EMPOWER**! will be supported by the district's overall budget because it will be implemented at every staff level and at every school, for every subject. All funding sources will be allocated to every aspect of the program implementation.				
13. Total Budget (lines 11-12)	**$13,701**	**$41,883**	**$41,883**	**$41,883**	**$139,350**

BUDGET SUBPART 4d: PROJECT-LEVEL BUDGET NARRATIVE
LUSD Publications

Funds have been set aside for a contract to formally publish district findings during the funding period, including stakeholder reports, brochures for the program, curriculum and assessment guides, etc. The *content* for the publications will be provided by LUSD, not a third party, and come from the evaluation component, curriculum and assessment development personnel, other project staff, and stakeholder narratives at no additional cost. Once the funding period has ended, publications may continue to be produced through partners who have contributed to the fulfillment of the project. These partners will be instrumental in promoting sustainability of the program through their dissemination of the published works. As much of the program will be created online through the Digital Learning Platforms, it is likely that some of the traditional curriculum materials costs will not be incurred.

Table 4-1d: Project-Level Itemized Costs

Cost Description	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	$0	$0	$0	$0	**$0**
2. Fringe Benefits	$0	$0	$0	$0	**$0**
3. Travel	$0	$0	$0	$0	**$0**
4. Equipment	$0	$0	$0	$0	**$0**
5. Supplies	$0	$0	$0	$0	**$0**
6. Contractual *(for all contracts, LUSD will/has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36) As no specific rates are available until contracts are awarded, all contract amounts are based on industry research and estimated training/development costs that are appropriate and reasonable given the program's projected scope of work.*					
Brochures, evaluation reports, curriculum guides, etc.	$13,000	$40,000	$40,000	$40,000	**$133,000**
7. Training Stipends	$0	$0	$0	$0	**$0**
8. Other	$0	$0	$0	$0	**$0**

Table 4-1d: Project-Level Itemized Costs					
Cost Description	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
9. Total Direct Costs:	$13,000	$40,000	$40,000	$40,000	**$133,000**
10. Total Indirect Costs calculated on the first $25,000 of each contract	$701	$1,883	$1,883	$1,883	**$6,350**
11. Total Grant Funds Requested	$13,701	$41,883	$41,883	$41,883	**$139,350**
12. Funds from other sources used to support the project					
13. Total Budget	**$13,701**	**$41,883**	**$41,883**	**$41,883**	**$139,350**

BUDGET SUBPART 3e: PROJECT-LEVEL BUDGET SUMMARIES

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

Applicant Name	Lindsay Unified School District
Project Name:	**RTTT-D Level 4 Assessment**
Primary Associated Criterion and Location in Application:	Section IX: A1, pages 16-21; A4, pages 33-34; C1-2, pages 53-72; D1, pages 75-78; E3, pages 83-87
Additional Associated Criteria (if any) and Location in Application:	Section IX: F2, pages 91-95

Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	$48,000	$58,000	$26,000	$10,000	**$142,000**
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	$48,000	$58,000	$26,000	$10,000	**$142,000**
10. Indirect Costs*	$1,348	$2,636	$1,958	$753	**$6,695**
11. Total Grant Funds Requested (lines 9-10)	$49,348	$60,636	$27,958	$10,753	**$148,695**
12. Funds from other sources used to support the project	Project **EMPOWER**! will be supported by the district's overall budget because it will be implemented at every staff level and at every school, for every subject. All funding sources will be allocated to every aspect of the program implementation.				
13. Total Budget (lines 11-12)	**$49,348**	**$60,636**	**$27,958**	**$10,753**	**$148,695**

BUDGET SUBPART 4e: PROJECT-LEVEL BUDGET NARRATIVE
LUSD Level 4 Assessment

The Level 4 Curriculum and Assessment, which is the final "district" step in the development of Life Long Learners, will be solidified and systemically implemented throughout the schools in the district. Learners achieving Level 4 can be thought of as going beyond what was taught in class to apply what was learned. Through the six new teachers hired as Level 4 Curriculum Instructors, development and delivery of Level 4 curriculum and assessments will begin as early in Year 1 as possible. The work performed with funds for this project will be completed during the funding period. The teachers will be the key to the sustainability of this component of the program, having been given "ownership" of the process during training and implementation of Project **EMPOWER**!

Table 4-1e: Project-Level Itemized Costs					
Cost Description	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
1. Personnel	$0	$0	$0	$0	**$0**
2. Fringe Benefits	$0	$0	$0	$0	**$0**
3. Travel	$0	$0	$0	$0	**$0**
4. Equipment	$0	$0	$0	$0	**$0**
5. Supplies	$0	$0	$0	$0	**$0**
6. Contractual *(for all contracts, LUSD will/has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36) As no specific rates are available until contracts are awarded, all contract amounts are based on industry research and estimated training/development costs that are appropriate and reasonable given the program's projected scope of work.*					
Level 4 Content Development--Aligned to Level 4 assessment and digital training modules, the Level 4 component of the performance-based system will be refined, and implemented as refined, in the first year of the project. In Year 2, additional Level 4 content will be tied with the revised Level 4 Assessments, continuing in to Year 3.	*$48,000*	*$48,000*	*$16,000*	*$0*	*$112,000*

Table 4-1e: Project-Level Itemized Costs					
Cost Description	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
Level 4 Assessment Development--Analyzing Level 4 performance tasks and project-based assignments to determine the validity and reliability of the assessment component; edit all Level 4 assessment components.		*$10,000*	*$10,000*	*$10,000*	*$30,000*
Total Contracts	$48,000	$58,000	$26,000	$10,000	**$142,000**
7. Training Stipends	$0	$0	$0	$0	**$0**
8. Other	$0	$0	$0	$0	**$0**
9. Total Direct Costs:					
10. Total Indirect Costs calculated on the first $25,000 of each contract	$1,348	$2,636	$1,958	$753	**$6,695**
11. Total Grant Funds Requested	$49,348	$60,636	$27,958	$10,753	**$148,695**
12. Funds from other sources used to support the project					
13. Total Budget	**$49,348**	**$60,636**	**$27,958**	**$10,753**	**$148,695**

BUDGET SUBPART 3f: PROJECT-LEVEL BUDGET SUMMARIES

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

Applicant Name	Lindsay Unified School District
Project Name:	RTTT-D Replication
Primary Associated Criterion and Location in Application:	Section IX: A1, pages 16-21; A3, pages 30-33; B4, page 46; D2, pages 78-79; E1-2, pages 83-83; F2, pages 91-95
Additional Associated Criteria (if any) and Location in Application:	

Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	$0	$150,000	$0	$0	**$150,000**
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*	$0	$1,883	$0	$0	**$1,883**
11. Total Grant Funds Requested (lines 9-10)	$0	$151,883	$0	$0	**$151,883**
12. Funds from other sources used to support the project	Project **EMPOWER**! will be supported by the district's overall budget because it will be implemented at every staff level and at every school, for every subject. All funding sources will be allocated to every aspect of the program implementation.				
13. Total Budget (lines 11-12)	**$0**	**$151,883**	**$0**	**$0**	**$151,883**

BUDGET SUBPART 4f: PROJECT-LEVEL BUDGET NARRATIVE
LUSD Replication

One of the overarching goals of the LUSD RTTT-D project is the production of materials and online content to enable the replication of the LUSD performance-based system in other districts throughout the state, nation, and international education community. In fact, one of the key factors in long-term sustainability is the replication and incorporation of the system into other learning environments. Replication funds have been set aside to create the software that will allow organizations to upload and share standards, rubrics, activities, pathways and assessments. Other organizations could also download these types of objects for use at their site. This critical replication feature makes content accessible and allows true sharing of a rich database of learning resources. This development cost will be a one-time/grant-period expense; however, the district will maintain the Public Portal after the funding period through the use of district personnel.

Table 4-1f: Project-Level Itemized Costs

Cost Description	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	$0	$0	$0	$0	**$0**
2. Fringe Benefits	$0	$0	$0	$0	**$0**
3. Travel:	$0	$0	$0	$0	**$0**
4. Equipment	$0	$0	$0	$0	**$0**
5. Supplies	$0	$0	$0	$0	**$0**
6. Contractual *(for all contracts, LUSD will/has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36) As no specific rates are available until contracts are awarded, all contract amounts are based on industry research and estimated training/development costs that are appropriate and reasonable given the program's projected scope of work.*					

'Public Portal' Software developed to create an online sharing database of curriculum standards, rubrics, activities, etc. This work will occur primarily in the first full year (Year 2), so that all project work can be collected and assimilated into the portal as the project continues in the subsequent years.	$0	$150,000	$0	$0	**$150,000**
7. Training Stipends	$0	$0	$0	$0	**$0**
8. Other	$0	$0	$0	$0	**$0**
9. Total Direct Costs:	$0	$150,000	$0	$0	**$150,000**
10. Total Indirect Costs calculated on the first $25,000 of each contract	$0	$1,883	$0	$0	**$1,883**
11. Total Grant Funds Requested	$0	**$151,883**	$0	$0	**$151,883**
12. Funds from other sources used to support the project					
13. Total Budget	**$0**	**$151,883**	**$0**	**$0**	**$151,883**

BUDGET SUBPART 3g: PROJECT-LEVEL BUDGET SUMMARIES

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

Applicant Name	Lindsay Unified School District
Project Name:	RTTT-D Evaluation and Continuous Improvement
Primary Associated Criterion and Location in Application:	Section IX: A1, pages 16-21; B1-5, pages 36-50; D1-2, pages 75-79; E1-3, pages 82-87; F2, pages 91-95
Additional Associated Criteria (if any) and Location in Application:	Section IX: A3, pages 30-33

Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	$100,000	$155,000	$105,000	$105,000	**$465,000**
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*	$4,043	$5,648	$3,765	$3,765	**$17,221**
11. Total Grant Funds Requested (lines 9-10)	$104,043	$160,648	$108,765	$108,765	**$482,221**
12. Funds from other sources used to support the project	Project **EMPOWER**! will be supported by the district's overall budget because it will be implemented at every staff level and at every school, for every subject. All funding sources will be allocated to every aspect of the program implementation.				
13. Total Budget (lines 11-12)	**$104,043**	**$160,648**	**$108,765**	**$108,765**	**$482,221**

BUDGET SUBPART 4g: PROJECT-LEVEL BUDGET NARRATIVE
LUSD Evaluation and Continuous Improvement

Although there will be some data collection through usual district methods (demographics, test scores, etc. being captured through Aeries data base) that do not require additional project funds, the continuous improvement model of evaluation calls for substantial efforts to collect stakeholder feedback from students, parents, teachers, administrators, and project partners through forums, interviews and surveys that will be developed through the project. In addition, data mining and trend analysis will be conducted to determine if the project is staying on track toward objectives and goals. Data requiring the follow-up of students after graduation (college or career) will need to be collected outside the district's normal data environment, requiring collaboration with regional Institutions of Higher Education in the development of data collection. All required reporting (state and federal) and local implementation reports will also be developed and distributed through evaluation contracts. Requests for Proposals (RFP) for these types of ongoing evaluation services will be solicited immediately upon funding notification. Prior to any notification of funding, the LUSD leadership team will prepare a RFP for project implementation plan development assistance in order to be able to comply with the RTTT-D program requirement for activities needing to occur in the first 100 days after the award notification. This RFP will also define LUSD's needs for assistance in evaluating Year 2 project activities in coordination with the scope of work developed immediately after funding notification. Evaluation costs are confined to the funding period only, although all reports and collected data will be available to support replication and implementation outside of LUSD.

Table 4-1g: Project-Level Itemized Costs

Cost Description	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	$0	$0	$0	$0	**$0**
2. Fringe Benefits	$0	$0	$0	$0	**$0**
3. Travel:	$0	$0	$0	$0	**$0**
4. Equipment	$0	$0	$0	$0	**$0**
5. Supplies	$0	$0	$0	$0	**$0**
6. Contractual *(for all contracts, LUSD will/has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36) As no specific rates are available until contracts are awarded, all contract amounts are based on industry research and*					

Table 4-1g: Project-Level Itemized Costs					
Cost Description	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
estimated training/development costs that are appropriate and reasonable given the program's projected scope of work.					
Project Implementation Plan Development Assistance in first 100 days; develop detailed formative and summative evaluation plan; continuous improvement.	*$50,000*	*$50,000*	*$0*	*$0*	*$100,000*
Data Analysis Evaluation/Stakeholder Reports/Required Reports/Continuous Improvement Model Facilitation, including district-gathered data and data collected through the contractor's visits and research, reports based on data and stakeholder anecdotal and survey data, and attendance/facilitation at leadership, implementation, and evaluation team(s) meetings.	*$25,000*	*$75,000*	*$75,000*	*$75,000*	*$240,000*
Stakeholder interviews, forums, and survey administration	*$25,000*	*$30,000*	*$30,000*	*$30,000*	*$115,000*
Total Contracts	$100,000	$155,000	$105,000	$105,000	**$465,000**
7. Training Stipends	$0	$0	$0	$0	**$0**
8. Other	$0	$0	$0	$0	**$0**
9. Total Direct Costs:	$100,000	$155,000	$105,000	$105,000	**$465,000**
10. Total Indirect Costs calculated on the first $25,000 of each contract	$4,043	$5,648	$3,765	$3,765	**$17,221**
11. Total Grant Funds Requested	$104,043	$160,648	$108,765	$108,765	**$482,221**
12. Funds from other sources used to support the project					
13. Total Budget	**$104,043**	**$160,648**	**$108,765**	**$108,765**	**$482,221**

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 X 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: 06/30/2012
Current approved Indirect Cost Rate: 5.39%
Approving State agency: California Department of Education
(Please specify agency)

XII. OPTIONAL BUDGET SUPPLEMENT

Section removed-no optional budget supplements are being submitted

XIII. DEFINITIONS

Section removed-not part of narrative response to selection criteria

XIV. MEMORANDUM OF UNDERSTANDING FOR CONSORTIA APPLICANTS

Not applicable-This application is not for a consortia.

XV. SCORING OVERVIEW AND CHART
(Appendix A in the Notice Inviting Applications)

I. Introduction

To help ensure inter-reviewer reliability and transparency for Race to the Top – District applications, the U.S. Department of Education has created a detailed scoring chart for scoring applications. The chart details the allocation of point values that reviewers will be using. Race to the Top – District grants will be awarded on a competitive basis to LEAs or consortia of LEAs. The chart will be used by reviewers to ensure consistency across and within review panels.

Reviewers will be assessing multiple aspects of applicants' Race to the Top – District applications. It is possible that an applicant that fails to earn points or earns a low number of points on one criterion might still win a Race to the Top – District award by earning high points on other criteria.

Reviewers will be required to make many thoughtful judgments about the quality of the applications. For example, reviewers will be assessing, based on the criteria, the comprehensiveness and feasibility of the plans. Reviewers will be asked to evaluate, if applicants have set ambitious yet achievable performance measures and annual targets in their applications. Reviewers will need to make informed judgments about applicants' goals, performance measures, annual targets, proposed activities and the rationale for those activities, the timeline, the deliverables, and credibility of applicants' plans.

Applicants must address Absolute Priority 1 throughout their applications, and Absolute Priority 1 must be met in order for an Applicant to receive funding. Additionally, an applicant must designate which of Absolute Priorities 2 through 5 it meets. Applications may choose to address the competitive preference priority in Part X of the application and may earn extra points under that priority. Applicants may also choose to submit one or more optional budget supplements, which will be scored separately from the rest of the application.

This appendix includes the point values for each criterion and for the competitive preference priority, guidance on scoring, and the scoring chart that the Department will provide to reviewers.

II. Points Overview

The scoring chart below shows the maximum number of points that may be assigned to each criterion and to the competitive preference priority.

	Detailed Points	Section Points	Section %
Selection Criteria:			
A. Vision:		40	19%
(A)(1) Articulating a comprehensive and coherent reform vision	10		
(A)(2) Applicant's approach to implementation	10		
(A)(3) LEA-wide reform & change	10		
(A)(4) LEA-wide goals for improved student outcomes	10		
B. Prior Record of Success and Conditions for Reform		45	21%
(B)(1) Demonstrating a clear track record of success	15		
(B)(2) Increasing transparency in LEA processes, practices, & investments	5		
(B)(3) State context for implementation	10		
(B)(4) Stakeholder engagement and support	10		
(B)(5) Analysis of needs and gaps	5		
C. Preparing Students for College and Careers		40	19%
(C)(1) Learning	20		
(C)(2) Teaching and Leading	20		
D. LEA Policy and Infrastructure		25	12%
(D)(1) LEA practices, policies, rules	15		
(D)(2) LEA and school infrastructure	10		
E. Continuous Improvement		30	14%
(E)(1) Continuous improvement process	15		
(E)(2) Ongoing communication and engagement	5		
(E)(3) Performance measures	5		
(E)(4) Evaluating effectiveness of investments	5		
F. Budget and Sustainability		20	10%
(F)(1) Budget for the project	10		
(F)(2) Sustainability of project goals	10		
G. Optional Budget Supplement	Scored Separately - 15 points		
Competitive Preference Priority	10	10	5%
	210	***210***	***100%***

III. About Scoring

The Department will give reviewers general guidance on how to evaluate and score the information that each applicant submits; this guidance will be consistent with the requirements, priorities, selection criteria, and definitions in the NIA. Reviewers will allot points based on the extent to which the applicant meets the criteria and the competitive preference priority, including existing track record and conditions as well as future plans. For plans, reviewers will allot points based on the quality of the applicant's plan and, where specified in the text of the criterion or competitive preference priority, whether the applicant has set ambitious yet achievable goals, performance measures, and annual targets. In making these judgments, reviewers will consider the extent to which the applicant has:

- *A high-quality plan.* In determining the quality of an applicant's plan, reviewers will evaluate the key goals, the activities to be undertaken and rationale for the activities, the timeline, the deliverables, the parties responsible for implementing the activities, and the overall credibility of the plan (as judged, in part, by the information submitted as supporting evidence). Applicants should submit this information for each criterion that the applicant addresses that includes a plan. Applicants may also submit additional information that they believe will be helpful to peer reviewers.

- *Ambitious yet achievable goals, performance measures, and annual targets.* In determining whether an applicant has ambitious yet achievable goals, performance measures, and annual targets, reviewers will examine the applicant's goals, measures, and annual targets in the context of the applicant's proposal and the evidence submitted (if any) in support of the proposal. There are no specific goals, performance measures, or annual targets that reviewers will be looking for here; nor will higher ones necessarily be rewarded above lower ones. Rather, reviewers will reward applicants for developing "ambitious yet achievable" goals, performance measures, and annual targets that are meaningful for the applicant's proposal and for assessing implementation progress, successes, and challenges.

Note that the evidence that applicants submit may be relevant both to judging whether the applicant has a high-quality plan and whether its goals, performance measures, and annual targets are ambitious yet achievable.

About Assigning Points: For each criterion, reviewers will assign points to an application. The Department has specified maximum point values at the criterion level.

The reviewers will use the general ranges below as a guide when awarding points.

Maximum	**Quality of Applicant's Response**		
Point Value	**Low**	**Medium**	**High**
20	0-4	5-14	15-20
15	0-3	4-11	12-15
10	0-2	3-7	8-10
5	0-1	2-3	4-5

About Priorities: There are two types of priorities in the Race to the Top – District competition.
Absolute Priorities

- Absolute Priority 1 cuts across the entire application and should not be addressed separately. It will be assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority. If an application has not met the priority, it will be eliminated from the competition. In those cases where there is a disparity in the reviewers' determinations on the priority, the Department will consider Absolute Priority 1 met only if a majority of the reviewers on a panel determine that an application meets the priority.
- Absolute Priorities 2-5 are not judged by peer reviewers. Applicants indicate in the Application Assurances in Parts V or VI of the application which one of Absolute Priorities 2-5 applies to them. The Department will review Application Assurances before making grant awards.

Competitive Preference Priority

- The competitive preference priority is optional and applicants may respond to it in Part X of the application. It is worth up to 10 points, and reviewers will allot points based on the extent to which the applicant meets the priority.

In the Event of a Tie: If two or more applications have the same score and there is not sufficient funding to support all of the tied applicants in the funding range, the applicants' scores on criterion (B)(1) will be used to break the tie.

About the Optional Budget Supplement: The optional budget supplement is scored separately from the rest of the application and, funds permitting, the Secretary may award additional funds to grantees that submit one or more optional budget supplements of sufficient quality. Reviewers will score each optional budget supplement an applicant submits, and each optional budget supplement may receive up to 15 points. Optional budget supplement points are not included in an applicant's total score, and do not affect whether an applicant is awarded a Race to the Top – District grant. Optional budget supplements will be peer reviewed and scored; scores will be rank ordered; and applicants that receive a Race to the Top – District grant may be awarded additional funds for one or more of the Optional budget supplements they choose to submit.

In the Event of a Tie for the Optional Budget Supplement: If two or more applications have the same score and there is not sufficient funding to support all of the tied applicants, the applicants' overall score will be used to break the tie.

Review and Selection Process: In selecting grantees, the Secretary may consider high-ranking applications meeting Absolute Priorities 2 through 5 separately to ensure that there is a diversity of winning LEA applications from within States that have and have not previously received awards under Race to the Top, and from both non-rural and rural LEAs (as defined in this notice).

We remind potential applicants that in reviewing applications in any discretionary grant competition, the Secretary may consider, under 34 CFR 75.217(d)(3), the past performance of the applicant in carrying out a previous award, such as the applicant's use of funds, achievement of project objectives, and compliance with grant conditions. The Secretary may also consider whether the applicant failed to submit a timely performance report or submitted a report of unacceptable quality.

In addition, in making a competitive grant award, the Secretary also requires various assurances including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department of Education (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

XVI. PROGRAM REQUIREMENTS

Section removed-not part of narrative response to selection criteria

XVII. REPORTING REQUIREMENTS

Section removed-not part of narrative response to selection criteria

XVIII. CONTRACTING FOR SERVICES

Section removed-not part of narrative response to selection criteria

XIX. INTERGOVERNMENTAL REVIEW

Intergovernmental Review of Federal Programs (Executive Order 12372)

Section removed-not part of narrative response to selection criteria

The State of California does not review applications for funding offered under the U.S. Department of Education.

XX. APPLICATION CHECKLIST FOR INDIVIDUAL LEA APPLICANTS

Formatting Recommendations and Application Submission Procedures (Part I)

- ✓ Are all pages 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides?
- ✓ Does each page have a page number?
- ✓ Do all pages have line space set to 1.5 spacing and 12 point Times New Roman font?
- ✓ Has the LEA complied with the submission format requirements, including the application deadline for submission?
- ✓ Has the LEA provided sufficient time for the application to be received by the deadline date?

Application Requirements (Part III)

- ✓ Has the LEA provided the State ten business days to comment on the Race to the Top – District application?
- ✓ Has the LEA provided all relevant information regarding the State comment period asked for in Part III?
- ✓ Has the LEA provided the mayor, city or town administrator or other comparable official ten business days to comment on the Race to the Top – District application?
- ✓ Has the LEA provided all relevant information regarding the mayor, city or town administrator comment period asked for in Part III?

Application Assurances (Part IV)

- ✓ Is all of the requested information included on the Race to the Top – District Application Assurances cover page, including NCES district ID, DUNS number, and Employer Identification number?
- ✓ **SIGNATURE REQUIRED** – Has the LEA Superintendent or CEO signed and dated the Application Assurances?
- ✓ **SIGNATURE REQUIRED** – Has the President of the LEA's School Board signed and dated the Application Assurances?
- ✓ **SIGNATURE REQUIRED (where applicable)** – Has the President of the Local Teacher's Union or Association signed and dated the Application Assurances?

Program-Specific Assurances for Individual LEA applicants (Part V)

- ✓ Has the LEA made all necessary assurances in Part V for individual LEA applicants?
- ✓ **SIGNATURE REQUIRED** – Has the LEA Superintendent or CEO signed and dated the Program-Specific Assurances for Individual LEAs?

Other Assurances (Part VII)

- ✓ **SIGNATURE REQUIRED** – Has the LEA Superintendent or CEO signed and dated the Other Assurances?

Selection Criteria (Part IX)

- ✓ Has the LEA responded to all of the selection criteria to which it plans to respond?
- ✓ For each selection criterion to which the LEA is responding, has the LEA provided as necessary:
  - ✓ Narrative response?
  - ✓ Performance measures?

- ✓ Evidence?

- ✓ Has the LEA organized the Appendix properly such that each attachment in the Appendix is described in the narrative text of the relevant selection criterion, indicating the relevant part and page number to which it refers?

Competition Preference Priority (Part X)

- ✓ **(Optional)** Has the LEA responded to the competitive preference priority?

Budget (Part XI)

- ✓ Has the LEA completed and attached all required elements of the budget, including all relevant forms, charts, tables, electronic budget spreadsheets, and narrative descriptions?
- ✓ Has the LEA included the assumptions underlying each budget section using Table 4-1?

Optional Budget Supplement (Part XII)

(Optional) Has the LEA included an Optional Budget Supplement?

Program Requirements (Part XVI)

- ✓ Has the LEA reviewed the program requirements?

Reporting Requirements (Part XVII)

- ✓ Has the LEA reviewed the reporting requirements?

Appendix (Part XXII)

- ✓ Has the LEA created a table of contents for its Appendix?
- ✓ Has the LEA included all required Appendix documents per the instructions in the application, as well as any other documents it refers to in its narratives?
- ✓ Has the LEA ensured that each page of the Appendix includes page numbers?

XXI. APPLICATION CHECKLIST FOR CONSORTIA APPLICANTS

Not applicable-This application is not for a consortia.