

Grantee Name: LINDSAY UNIFIED SCHOOL DISTRICT

Participating Students

Table (A)(2): Approach to Implementation

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

Grantee Name: LINDSAY UNIFIED SCHOOL DISTRICT

Student Outcome Performance Measures

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

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

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test):

Methodology for determining status (e.g., percent proficient and above):

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels):

Goal area	Grade Level	Subgroup	Baseline(s)		Goals				
			SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
CST-ELA	All Grades	OVERALL	30.50%	32.80%	39.50%	45.60%	51.00%	55.90%	60.30%
		<i>Black or African American</i>		(N=3)					
		<i>American Indian or Alaskan Native</i>		(N=7)					
		<i>Asian (or Other Asian)</i>		26.70%	34.03%	40.63%	46.56%	51.91%	56.72%
		<i>Filipino</i>		(N=0)					
		<i>Hispanic or Latino</i>	29.40%	32.10%	38.90%	45.00%	50.50%	55.50%	59.90%
		<i>Native Hawaiian or Pacific Islander</i>		(N=0)					
		<i>White</i>		48.10%	53.29%	57.96%	62.16%	65.95%	69.35%
		<i>Two or More Races</i>		(N=8)					
		<i>Socioeconomically Disadvantaged</i>		32.80%	39.52%	45.57%	51.01%	55.91%	60.32%
<i>English Learner</i>	14.80%	14.20%	22.80%	30.50%	37.50%	43.70%	49.30%		
<i>Student with Disabilities</i>		7.00%	16.30%	24.67%	32.20%	38.98%	45.08%		
CST-ELA	Grade 2	OVERALL		33.50%	40.15%	46.14%	51.52%	56.37%	60.73%
		<i>Black or African American</i>		(N=0)					
		<i>American Indian or Alaskan Native</i>		(N=1)					
		<i>Asian (or Other Asian)</i>		(N=5)					
		<i>Filipino</i>		(N=0)					
		<i>Hispanic or Latino</i>		32.50%	39.25%	45.33%	50.79%	55.71%	60.14%
		<i>Native Hawaiian or Pacific Islander</i>		(N=0)					
		<i>White</i>		69.20%	72.28%	75.05%	77.55%	79.79%	81.81%
		<i>Two or More Races</i>		(N=0)					
		<i>Socioeconomically Disadvantaged</i>		33.50%	40.15%	46.14%	51.52%	56.37%	60.73%
<i>English Learner</i>		25.80%	33.22%	39.90%	45.91%	51.32%	56.19%		
<i>Student with Disabilities</i>		(N=6)							
CST-ELA	Grade 3	OVERALL		12.90%	21.61%	29.45%	36.50%	42.85%	48.57%
		<i>Black or African American</i>		(N=0)					
		<i>American Indian or Alaskan Native</i>		(N=2)					
		<i>Asian (or Other Asian)</i>		(N=2)					
		<i>Filipino</i>		(N=0)					
		<i>Hispanic or Latino</i>		12.50%	21.25%	29.13%	36.21%	42.59%	48.33%
		<i>Native Hawaiian or Pacific Islander</i>		(N=0)					
		<i>White</i>		23.80%	31.42%	38.28%	44.45%	50.01%	55.00%
		<i>Two or More Races</i>		(N=0)					
		<i>Socioeconomically Disadvantaged</i>		12.90%	21.61%	29.45%	36.50%	42.85%	48.57%
<i>English Learner</i>		8.90%	18.01%	26.21%	33.59%	40.23%	46.21%		
<i>Student with Disabilities</i>		(N=7)							
CST-ELA	Grade 4	OVERALL		40.40%	46.36%	51.72%	56.55%	60.90%	64.81%
		<i>Black or African American</i>		(N=1)					
		<i>American Indian or Alaskan Native</i>		(N=1)					
		<i>Asian (or Other Asian)</i>		(N=5)					
		<i>Filipino</i>		(N=0)					
		<i>Hispanic or Latino</i>		39.00%	45.10%	50.59%	55.53%	59.98%	63.98%
		<i>Native Hawaiian or Pacific Islander</i>		(N=0)					
		<i>White</i>		65.00%	68.50%	71.65%	74.49%	77.04%	79.33%
		<i>Two or More Races</i>		(N=0)					
		<i>Socioeconomically Disadvantaged</i>		40.40%	46.36%	51.72%	56.55%	60.90%	64.81%
<i>English Learner</i>		24.40%	31.96%	38.76%	44.89%	50.40%	55.36%		
<i>Student with Disabilities</i>		(N=8)							
CST-ELA	Grade 5	OVERALL		34.40%	40.96%	46.86%	52.18%	56.96%	61.26%
		<i>Black or African American</i>		(N=1)					
		<i>American Indian or Alaskan Native</i>		(N=0)					
		<i>Asian (or Other Asian)</i>		(N=4)					
		<i>Filipino</i>		(N=0)					
		<i>Hispanic or Latino</i>		34.00%	40.60%	46.54%	51.89%	56.70%	61.03%
		<i>Native Hawaiian or Pacific Islander</i>		(N=0)					
		<i>White</i>		43.80%	49.42%	54.48%	59.03%	63.13%	66.81%
		<i>Two or More Races</i>		(N=1)					
		<i>Socioeconomically Disadvantaged</i>		34.40%	40.96%	46.86%	52.18%	56.96%	61.26%
<i>English Learner</i>		21.20%	29.08%	36.17%	42.55%	48.30%	53.47%		
<i>Student with Disabilities</i>		(N=5)							
CST-ELA	Grade 6	OVERALL		28.30%	35.47%	41.92%	47.73%	52.96%	57.66%
		<i>Black or African American</i>		(N=0)					
		<i>American Indian or Alaskan Native</i>		(N=1)					
		<i>Asian (or Other Asian)</i>		(N=4)					
		<i>Filipino</i>		(N=0)					
		<i>Hispanic or Latino</i>		26.90%	34.21%	40.79%	46.71%	52.04%	56.84%
		<i>Native Hawaiian or Pacific Islander</i>		(N=0)					
		<i>White</i>		50.00%	55.00%	59.50%	63.55%	67.20%	70.48%
		<i>Two or More Races</i>		(N=0)					
		<i>Socioeconomically Disadvantaged</i>		28.30%	35.47%	41.92%	47.73%	52.96%	57.66%
<i>English Learner</i>		5.00%	14.50%	23.05%	30.75%	37.67%	43.90%		
<i>Student with Disabilities</i>		(N=4)							
CST-ELA	Grade 7	OVERALL		31.70%	38.53%	44.68%	50.21%	55.19%	59.67%
		<i>Black or African American</i>		(N=0)					
		<i>American Indian or Alaskan Native</i>		(N=0)					
		<i>Asian (or Other Asian)</i>		(N=2)					
		<i>Filipino</i>		(N=0)					
		<i>Hispanic or Latino</i>		32.70%	39.43%	45.49%	50.94%	55.84%	60.26%
		<i>Native Hawaiian or Pacific Islander</i>		(N=0)					
		<i>White</i>		29.40%	36.46%	42.81%	48.53%	53.68%	58.31%
		<i>Two or More Races</i>		(N=0)					
		<i>Socioeconomically Disadvantaged</i>		31.70%	38.53%	44.68%	50.21%	55.19%	59.67%
<i>English Learner</i>		8.60%	17.74%	25.97%	33.37%	40.03%	46.03%		
<i>Student with Disabilities</i>		(N=10)							
		OVERALL		40.10%	46.09%	51.48%	56.33%	60.70%	64.63%

CST-ELA	Grade 8	Black or African American		(N=1)					
		American Indican or Alaskan Native		(N=1)					
		Asian (or Other Asian)		(N=5)					
		Filipino		(N=0)					
		Hispanic or Latino		39.50%	45.55%	51.00%	55.90%	60.31%	64.28%
		Native Hawaiian or Pacific Islander		(N=0)					
		White		50.00%	55.00%	59.50%	63.55%	67.20%	70.48%
		Two or More Races		(N=0)					
		Socioeconomically Disadvantaged		40.10%	46.09%	51.48%	56.33%	60.70%	64.63%
		English Learner		7.80%	17.02%	25.32%	32.79%	39.51%	45.56%
Student with Disabilities		(N=8)							
CST-ELA	Grade 10	OVERALL		34.90%	41.41%	47.27%	52.54%	57.29%	61.56%
		Black or African American		(N=0)					
		American Indican or Alaskan Native		(N=1)					
		Asian (or Other Asian)		(N=6)					
		Filipino		(N=0)					
		Hispanic or Latino		34.70%	41.23%	47.11%	52.40%	57.16%	61.44%
		Native Hawaiian or Pacific Islander		(N=0)					
		White		46.40%	51.76%	56.58%	60.93%	64.83%	68.35%
		Two or More Races		(N=5)					
		Socioeconomically Disadvantaged		34.90%	41.41%	47.27%	52.54%	57.29%	61.56%
English Learner		9.00%	18.10%	26.29%	33.66%	40.29%	46.27%		
Student with Disabilities		(N=3)							
Goal area	Grade Level	Subgroup	Baseline(s)		Goals				
			SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
CST-Math	All Grades	OVERALL	31.60%	29.50%	36.60%	42.90%	48.60%	53.70%	58.40%
		Black or African American		(N=3)					
		American Indican or Alaskan Native		(N=7)					
		Asian (or Other Asian)		20.50%	28.45%	35.61%	42.04%	47.84%	53.06%
		Filipino		(N=0)					
		Hispanic or Latino	31.30%	29.30%	36.40%	42.70%	48.50%	53.60%	58.30%
		Native Hawaiian or Pacific Islander		(N=0)					
		White		35.30%	41.77%	47.59%	52.83%	57.55%	61.80%
		Two or More Races		(N=8)					
		Socioeconomically Disadvantaged		29.50%	36.55%	42.90%	48.61%	53.74%	58.37%
English Learner	25.70%	23.10%	30.80%	37.70%	43.90%	49.50%	54.60%		
Student with Disabilities		9.90%	18.91%	27.02%	34.32%	40.89%	46.80%		
CST-Math	Grade 2	OVERALL		44.10%	49.69%	54.72%	59.25%	63.32%	66.99%
		Black or African American		(N=0)					
		American Indican or Alaskan Native		(N=1)					
		Asian (or Other Asian)		(N=5)					
		Filipino		(N=0)					
		Hispanic or Latino		44.30%	49.87%	54.88%	59.39%	63.46%	67.11%
		Native Hawaiian or Pacific Islander		(N=0)					
		White		61.50%	65.35%	68.82%	71.93%	74.74%	77.27%
		Two or More Races		(N=0)					
		Socioeconomically Disadvantaged		44.10%	49.69%	54.72%	59.25%	63.32%	66.99%
English Learner		40.60%	46.54%	51.89%	56.70%	61.03%	64.92%		
Student with Disabilities		(N=6)							
CST-Math	Grade 3	OVERALL		36.00%	42.40%	48.16%	53.34%	58.01%	62.21%
		Black or African American		(N=0)					
		American Indican or Alaskan Native		(N=2)					
		Asian (or Other Asian)		(N=2)					
		Filipino		(N=0)					
		Hispanic or Latino		35.30%	41.77%	47.59%	52.83%	57.55%	61.80%
		Native Hawaiian or Pacific Islander		(N=0)					
		White		47.60%	52.84%	57.56%	61.80%	65.62%	69.06%
		Two or More Races		(N=0)					
		Socioeconomically Disadvantaged		36.00%	42.40%	48.16%	53.34%	58.01%	62.21%
English Learner		33.20%	39.88%	45.89%	51.30%	56.17%	60.56%		
Student with Disabilities		(N=8)							
CST-Math	Grade 4	OVERALL		41.70%	47.53%	52.78%	57.50%	61.75%	65.57%
		Black or African American		(N=1)					
		American Indican or Alaskan Native		(N=1)					
		Asian (or Other Asian)		(N=5)					
		Filipino		(N=0)					
		Hispanic or Latino		40.70%	46.63%	51.97%	56.77%	61.09%	64.98%
		Native Hawaiian or Pacific Islander		(N=0)					
		White		55.00%	59.50%	63.55%	67.20%	70.48%	73.43%
		Two or More Races		(N=0)					
		Socioeconomically Disadvantaged		41.70%	47.53%	52.78%	57.50%	61.75%	65.57%
English Learner		29.40%	36.46%	42.81%	48.53%	53.68%	58.31%		
Student with Disabilities		(N=8)							
CST-Math	Grade 5	OVERALL		45.20%	50.68%	55.61%	60.05%	64.05%	67.64%
		Black or African American		(N=1)					
		American Indican or Alaskan Native		(N=0)					
		Asian (or Other Asian)		(N=4)					
		Filipino		(N=0)					
		Hispanic or Latino		45.00%	50.50%	55.45%	59.91%	63.91%	67.52%
		Native Hawaiian or Pacific Islander		(N=0)					
		White		53.30%	57.97%	62.17%	65.96%	69.36%	72.42%
		Two or More Races		(N=1)					
		Socioeconomically Disadvantaged		45.20%	50.68%	55.61%	60.05%	64.05%	67.64%
English Learner		40.00%	46.00%	51.40%	56.26%	60.63%	64.57%		
Student with Disabilities		(N=6)							
CST-Math	Grade 6	OVERALL		23.00%	30.70%	37.63%	43.87%	49.48%	54.53%
		Black or African American		(N=0)					
		American Indican or Alaskan Native		(N=1)					
		Asian (or Other Asian)		(N=4)					
		Filipino		(N=0)					
		Hispanic or Latino		21.70%	29.53%	36.58%	42.92%	48.63%	53.76%
		Native Hawaiian or Pacific Islander		(N=0)					
		White		35.00%	41.50%	47.35%	52.62%	57.35%	61.62%
		Two or More Races		(N=0)					
		Socioeconomically Disadvantaged		23.00%	30.70%	37.63%	43.87%	49.48%	54.53%
English Learner		4.20%	13.78%	22.40%	30.16%	37.15%	43.43%		

		<i>Student with Disabilities</i>		(N=4)					
CST-Math	Grade 7	OVERALL		29.50%	36.55%	42.90%	48.61%	53.74%	58.37%
		<i>Black or African American</i>		(N=0)					
		<i>American Indian or Alaskan Native</i>		(N=0)					
		<i>Asian (or Other Asian)</i>		(N=2)					
		<i>Filipino</i>		(N=0)					
		<i>Hispanic or Latino</i>		29.60%	36.64%	42.98%	48.68%	53.81%	58.43%
		<i>Native Hawaiian or Pacific Islander</i>		(N=0)					
		<i>White</i>		35.30%	41.77%	47.59%	52.83%	57.55%	61.80%
		<i>Two or More Races</i>		(N=0)					
		<i>Socioeconomically Disadvantaged</i>		29.50%	36.55%	42.90%	48.61%	53.74%	58.37%
		<i>English Learner</i>		11.80%	20.62%	28.56%	35.70%	42.13%	47.92%
		<i>Student with Disabilities</i>		(N=9)					
CST-Math	Grade 8	OVERALL		31.70%	38.53%	44.68%	50.21%	55.19%	59.67%
		<i>Black or African American</i>		(N=1)					
		<i>American Indian or Alaskan Native</i>		(N=2)					
		<i>Asian (or Other Asian)</i>		(N=5)					
		<i>Filipino</i>		(N=0)					
		<i>Hispanic or Latino</i>		31.80%	38.62%	44.76%	50.28%	55.25%	59.73%
		<i>Native Hawaiian or Pacific Islander</i>		(N=0)					
		<i>White</i>		31.30%	38.17%	44.35%	49.92%	54.93%	59.43%
		<i>Two or More Races</i>		(N=0)					
		<i>Socioeconomically Disadvantaged</i>		31.70%	38.53%	44.68%	50.21%	55.19%	59.67%
		<i>English Learner</i>		15.30%	23.77%	31.39%	38.25%	44.43%	49.99%
		<i>Student with Disabilities</i>		9.10%	18.19%	26.37%	33.73%	40.36%	46.32%
CST-Math	Grade 10	OVERALL		15.50%	23.95%	31.56%	38.40%	44.56%	50.10%
		<i>Black or African American</i>		(N=0)					
		<i>American Indian or Alaskan Native</i>		(N=0)					
		<i>Asian (or Other Asian)</i>		(N=6)					
		<i>Filipino</i>		(N=0)					
		<i>Hispanic or Latino</i>		15.30%	23.77%	31.39%	38.25%	44.43%	49.99%
		<i>Native Hawaiian or Pacific Islander</i>		(N=0)					
		<i>White</i>		19.20%	27.28%	34.55%	41.10%	46.99%	52.29%
		<i>Two or More Races</i>		(N=5)					
		<i>Socioeconomically Disadvantaged</i>		15.50%	23.95%	31.56%	38.40%	44.56%	50.10%
		<i>English Learner</i>		6.40%	15.76%	24.18%	31.77%	38.59%	44.73%
		<i>Student with Disabilities</i>		(N=2)					

(A)(4)(b) Decreasing achievement gaps (as defined in this notice)

Specific methodology for determining achievement gap (as defined in this notice):

Goal area	Grade Level	Identify subgroup and comparison group	Baseline(s)		Goals					
			SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)	
CST-ELA	All Grades	<i>LUSD Black or African American</i>		(N=3)						
		<i>LUSD White</i>								
		<i>LUSD American Indian or Alaskan Native</i>		(N=7)						
		<i>LUSD White</i>								
		<i>LUSD Asian (or Other Asian)</i>	12.7	28.9	24.12	19.34	14.56	9.78	5	
		<i>LUSD White</i>								
		<i>LUSD Filipino</i>		(N=0)						
		<i>LUSD White</i>								
		<i>LUSD Hispanic or Latino</i>	19.8	16.5	14.2	11.9	9.6	7.3	5	
		<i>LUSD White</i>								
		<i>LUSD Native Hawaiian or Pacific Islander</i>		(N=0)						
		<i>LUSD White</i>								
		<i>LUSD Two or More Races</i>		(N=8)						
		<i>LUSD White</i>								
		<i>LUSD Socioeconomically Disadvantaged</i>	18.5	15.8	13.64	11.48	9.32	7.16	5	
		<i>LUSD White</i>								
<i>LUSD English Learner</i>	26.3	23.4	19.72	16.04	12.36	8.68	5			
<i>LUSD White</i>										
<i>LUSD Student with Disabilities</i>	34.2	38.6	31.88	25.16	18.44	11.72	5			
<i>LUSD White</i>										
CST-ELA	Grade 2	<i>LUSD Black or African American</i>		(N=0)						
		<i>LUSD White</i>								
		<i>LUSD American Indian or Alaskan Native</i>		(N=1)						
		<i>LUSD White</i>								
		<i>LUSD Asian (or Other Asian)</i>		(N=5)						
		<i>LUSD White</i>								
		<i>LUSD Filipino</i>		(N=0)						
		<i>LUSD White</i>								
		<i>LUSD Hispanic or Latino</i>		36.8	30.44	24.08	17.72	11.36	5	
		<i>LUSD White</i>								
		<i>LUSD Native Hawaiian or Pacific Islander</i>		(N=0)						
		<i>LUSD White</i>								
		<i>LUSD Two or More Races</i>		(N=0)						
		<i>LUSD White</i>								
		<i>LUSD Socioeconomically Disadvantaged</i>		35.7	29.56	23.42	17.28	11.14	5	
		<i>LUSD White</i>								
<i>LUSD English Learner</i>		43.4	35.72	28.04	20.36	12.68	5			
<i>LUSD White</i>										
<i>LUSD Student with Disabilities</i>		(N=6)								
<i>LUSD White</i>										
CST-ELA	Grade 3	<i>LUSD Black or African American</i>		(N=0)						
		<i>LUSD White</i>								
		<i>LUSD American Indian or Alaskan Native</i>		(N=2)						
		<i>LUSD White</i>								
		<i>LUSD Asian (or Other Asian)</i>		(N=2)						
		<i>LUSD White</i>								
		<i>LUSD Filipino</i>		(N=0)						
		<i>LUSD White</i>								
		<i>LUSD Hispanic or Latino</i>		11.3	10.04	8.78	7.52	6.26	5	
		<i>LUSD White</i>								
<i>LUSD Native Hawaiian or Pacific Islander</i>		(N=0)								
<i>LUSD White</i>										

		<i>LUSD Two or More Races</i>		(N=0)					
		<i>LUSD White</i>							
		<i>LUSD Socioeconomically Disadvantaged</i>		10.9	9.72	8.54	7.36	6.18	5
		<i>LUSD White</i>							
		<i>LUSD English Learner</i>		14.9	12.92	10.94	8.96	6.98	5
		<i>LUSD White</i>							
		<i>LUSD Student with Disabilities</i>		(N=7)					
		<i>LUSD White</i>							
CST-ELA	Grade 4	<i>LUSD Black or African American</i>		(N=1)					
		<i>LUSD White</i>							
		<i>LUSD American Indian or Alaskan Native</i>		(N=1)					
		<i>LUSD White</i>							
		<i>LUSD Asian (or Other Asian)</i>		(N=5)					
		<i>LUSD White</i>							
		<i>LUSD Filipino</i>		(N=0)					
		<i>LUSD White</i>							
		<i>LUSD Hispanic or Latino</i>		26	21.8	17.6	13.4	9.2	5
		<i>LUSD White</i>							
		<i>LUSD Native Hawaiian or Pacific Islander</i>		(N=0)					
		<i>LUSD White</i>							
		<i>LUSD Two or More Races</i>		(N=0)					
		<i>LUSD White</i>							
		<i>LUSD Socioeconomically Disadvantaged</i>		24.6	20.68	16.76	12.84	8.92	5
<i>LUSD White</i>									
<i>LUSD English Learner</i>		40.6	33.48	26.36	19.24	12.12	5		
<i>LUSD White</i>									
<i>LUSD Student with Disabilities</i>		(N=8)							
<i>LUSD White</i>									
CST-ELA	Grade 5	<i>LUSD Black or African American</i>		(N=1)					
		<i>LUSD White</i>							
		<i>LUSD American Indian or Alaskan Native</i>		(N=0)					
		<i>LUSD White</i>							
		<i>LUSD Asian (or Other Asian)</i>		(N=4)					
		<i>LUSD White</i>							
		<i>LUSD Filipino</i>		(N=0)					
		<i>LUSD White</i>							
		<i>LUSD Hispanic or Latino</i>		9.7	8.76	7.82	6.88	5.94	5
		<i>LUSD White</i>							
		<i>LUSD Native Hawaiian or Pacific Islander</i>		(N=0)					
		<i>LUSD White</i>							
		<i>LUSD Two or More Races</i>		(N=1)					
		<i>LUSD White</i>							
		<i>LUSD Socioeconomically Disadvantaged</i>		9.4	8.52	7.64	6.76	5.88	5
<i>LUSD White</i>									
<i>LUSD English Learner</i>		22.5	19	15.5	12	8.5	5		
<i>LUSD White</i>									
<i>LUSD Student with Disabilities</i>		(N=5)							
<i>LUSD White</i>									
CST-ELA	Grade 6	<i>LUSD Black or African American</i>		(N=0)					
		<i>LUSD White</i>							
		<i>LUSD American Indian or Alaskan Native</i>		(N=1)					
		<i>LUSD White</i>							
		<i>LUSD Asian (or Other Asian)</i>		(N=4)					
		<i>LUSD White</i>							
		<i>LUSD Filipino</i>		(N=0)					
		<i>LUSD White</i>							
		<i>LUSD Hispanic or Latino</i>		23.1	19.48	15.86	12.24	8.62	5
		<i>LUSD White</i>							
		<i>LUSD Native Hawaiian or Pacific Islander</i>		(N=0)					
		<i>LUSD White</i>							
		<i>LUSD Two or More Races</i>		(N=0)					
		<i>LUSD White</i>							
		<i>LUSD Socioeconomically Disadvantaged</i>		21.7	18.36	15.02	11.68	8.34	5
<i>LUSD White</i>									
<i>LUSD English Learner</i>		45	37	29	21	13	5		
<i>LUSD White</i>									
<i>LUSD Student with Disabilities</i>		(N=4)							
<i>LUSD White</i>									
CST-ELA	Grade 7	<i>LUSD Black or African American</i>		(N=0)					
		<i>LUSD White</i>							
		<i>LUSD American Indian or Alaskan Native</i>		(N=0)					
		<i>LUSD White</i>							
		<i>LUSD Asian (or Other Asian)</i>		(N=2)					
		<i>LUSD White</i>							
		<i>LUSD Filipino</i>		(N=0)					
		<i>LUSD White</i>							
		<i>LUSD Hispanic or Latino</i>		-3.3	N/A	N/A	N/A	N/A	N/A
		<i>LUSD White</i>							
		<i>LUSD Native Hawaiian or Pacific Islander</i>		(N=0)					
		<i>LUSD White</i>							
		<i>LUSD Two or More Races</i>		(N=0)					
		<i>LUSD White</i>							
		<i>LUSD Socioeconomically Disadvantaged</i>		-2.3	N/A	N/A	N/A	N/A	N/A
<i>LUSD White</i>									
<i>LUSD English Learner</i>		20.8	17.64	14.48	11.32	8.16	5		
<i>LUSD White</i>									
<i>LUSD Student with Disabilities</i>		(N=10)							
<i>LUSD White</i>									
CST-ELA	Grade 8	<i>LUSD Black or African American</i>		(N=1)					
		<i>LUSD White</i>							
		<i>LUSD American Indian or Alaskan Native</i>		(N=1)					
		<i>LUSD White</i>							
		<i>LUSD Asian (or Other Asian)</i>		(N=5)					
		<i>LUSD White</i>							
		<i>LUSD Filipino</i>		(N=0)					
		<i>LUSD White</i>							
		<i>LUSD Hispanic or Latino</i>		10.5	9.4	8.3	7.2	6.1	5
		<i>LUSD White</i>							

CST-ELA	Grade 9	LUSD Native Hawaiian or Pacific Islander		(N=0)						
		LUSD White								
		LUSD Two or More Races		(N=0)						
		LUSD White								
		LUSD Socioeconomically Disadvantaged		9.9	8.92	7.94	6.96	5.98	5	
		LUSD White								
		LUSD English Learner		42.2	34.76	27.32	19.88	12.44	5	
		LUSD White								
CST-ELA	Grade 10	LUSD Student with Disabilities		(N=8)						
		LUSD White								
		LUSD Black or African American		(N=0)						
		LUSD White								
		LUSD American Indian or Alaskan Native		(N=1)						
		LUSD White								
		LUSD Asian (or Other Asian)		(N=6)						
		LUSD White								
		LUSD Filipino		(N=0)						
		LUSD White								
		LUSD Hispanic or Latino		11.8	10.44	9.08	7.72	6.36	5	
		LUSD White								
		LUSD Native Hawaiian or Pacific Islander		(N=0)						
		LUSD White								
		LUSD Two or More Races		(N=5)						
		LUSD White								
LUSD Socioeconomically Disadvantaged		11.5	10.2	8.9	7.6	6.3	5			
LUSD White										
LUSD English Learner		37.4	30.92	24.44	17.96	11.48	5			
LUSD White										
LUSD Student with Disabilities		(N=3)								
LUSD White										
Goal area	Grade Level	Identify subgroup and comparison group	Baseline(s)		Goals					
			SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)	
CST-Math	All Grades	LUSD Black or African American		(N=3)						
		LUSD White								
		LUSD American Indian or Alaskan Native		(N=7)						
		LUSD White								
		LUSD Asian (or Other Asian)		0.2	13.7	11.96	10.22	8.48	6.74	5
		LUSD White								
		LUSD Filipino		(N=0)						
		LUSD White								
		LUSD Hispanic or Latino		10.3	11.1	9.88	8.66	7.44	6.22	5
		LUSD White								
		LUSD Native Hawaiian or Pacific Islander		(N=0)						
		LUSD White								
		LUSD Two or More Races		(N=8)						
		LUSD White								
		LUSD Socioeconomically Disadvantaged		9.4	10.8	9.64	8.48	7.32	6.16	5
		LUSD White								
LUSD English Learner		13.9	14.7	12.76	10.82	8.88	6.94	5		
LUSD White										
LUSD Student with Disabilities		33	34.7	28.76	22.82	16.88	10.94	5		
LUSD White										
CST-Math	Grade 2	LUSD Black or African American		(N=0)						
		LUSD White								
		LUSD American Indian or Alaskan Native		(N=1)						
		LUSD White								
		LUSD Asian (or Other Asian)		(N=5)						
		LUSD White								
		LUSD Filipino		(N=0)						
		LUSD White								
		LUSD Hispanic or Latino		17.3	14.84	12.38	9.92	7.46	5	
		LUSD White								
		LUSD Native Hawaiian or Pacific Islander		(N=0)						
		LUSD White								
		LUSD Two or More Races		(N=0)						
		LUSD White								
		LUSD Socioeconomically Disadvantaged		17.4	14.92	12.44	9.96	7.48	5	
		LUSD White								
LUSD English Learner		21	17.8	14.6	11.4	8.2	5			
LUSD White										
LUSD Student with Disabilities		(N=6)								
LUSD White										
CST-Math	Grade 3	LUSD Black or African American		(N=0)						
		LUSD White								
		LUSD American Indian or Alaskan Native		(N=2)						
		LUSD White								
		LUSD Asian (or Other Asian)		(N=2)						
		LUSD White								
		LUSD Filipino		(N=0)						
		LUSD White								
		LUSD Hispanic or Latino		12.4	10.92	9.44	7.96	6.48	5	
		LUSD White								
		LUSD Native Hawaiian or Pacific Islander		(N=0)						
		LUSD White								
		LUSD Two or More Races		(N=0)						
		LUSD White								
		LUSD Socioeconomically Disadvantaged		11.7	10.36	9.02	7.68	6.34	5	
		LUSD White								
LUSD English Learner		14.4	12.52	10.64	8.76	6.88	5			
LUSD White										
LUSD Student with Disabilities		(N=8)								
LUSD White										
		LUSD Black or African American		(N=1)						
		LUSD White								
		LUSD American Indian or Alaskan Native		(N=1)						
		LUSD White								

CST-Math	Grade 4	LUSD Asian (or Other Asian)		(N=5)					
		LUSD White							
		LUSD Filipino		(N=0)					
		LUSD White							
		LUSD Hispanic or Latino		14.3	12.44	10.58	8.72	6.86	5
		LUSD White							
		LUSD Native Hawaiian or Pacific Islander		(N=0)					
		LUSD White							
		LUSD Two or More Races		(N=0)					
		LUSD White							
		LUSD Socioeconomically Disadvantaged		13.3	11.64	9.98	8.32	6.66	5
		LUSD White							
		LUSD English Learner		25.6	21.48	17.36	13.24	9.12	5
		LUSD White							
LUSD Student with Disabilities		(N=8)							
LUSD White									
CST-Math	Grade 5	LUSD Black or African American		(N=1)					
		LUSD White							
		LUSD American Indian or Alaskan Native		(N=0)					
		LUSD White							
		LUSD Asian (or Other Asian)		(N=4)					
		LUSD White							
		LUSD Filipino		(N=0)					
		LUSD White							
		LUSD Hispanic or Latino		8.4	7.72	7.04	6.36	5.68	5
		LUSD White							
		LUSD Native Hawaiian or Pacific Islander		(N=0)					
		LUSD White							
		LUSD Two or More Races		(N=1)					
		LUSD White							
LUSD Socioeconomically Disadvantaged		8.1	7.48	6.86	6.24	5.62	5		
LUSD White									
LUSD English Learner		13.3	11.64	9.98	8.32	6.66	5		
LUSD White									
LUSD Student with Disabilities		(N=6)							
LUSD White									
CST-Math	Grade 6	LUSD Black or African American		(N=0)					
		LUSD White							
		LUSD American Indian or Alaskan Native		(N=1)					
		LUSD White							
		LUSD Asian (or Other Asian)		(N=4)					
		LUSD White							
		LUSD Filipino		(N=0)					
		LUSD White							
		LUSD Hispanic or Latino		13.3	11.64	9.98	8.32	6.66	5
		LUSD White							
		LUSD Native Hawaiian or Pacific Islander		(N=0)					
		LUSD White							
		LUSD Two or More Races		(N=0)					
		LUSD White							
LUSD Socioeconomically Disadvantaged		12	10.6	9.2	7.8	6.4	5		
LUSD White									
LUSD English Learner		30.8	25.64	20.48	15.32	10.16	5		
LUSD White									
LUSD Student with Disabilities		(N=4)							
LUSD White									
CST-Math	Grade 7	LUSD Black or African American		(N=0)					
		LUSD White							
		LUSD American Indian or Alaskan Native		(N=0)					
		LUSD White							
		LUSD Asian (or Other Asian)		(N=2)					
		LUSD White							
		LUSD Filipino		(N=0)					
		LUSD White							
		LUSD Hispanic or Latino		5.7	5.56	5.42	5.28	5.14	5
		LUSD White							
		LUSD Native Hawaiian or Pacific Islander		(N=0)					
		LUSD White							
		LUSD Two or More Races		(N=0)					
		LUSD White							
LUSD Socioeconomically Disadvantaged		5.8	5.64	5.48	5.32	5.16	5		
LUSD White									
LUSD English Learner		23.5	19.8	16.1	12.4	8.7	5		
LUSD White									
LUSD Student with Disabilities		(N=9)							
LUSD White									
CST-Math	Grade 8	LUSD Black or African American		(N=1)					
		LUSD White							
		LUSD American Indian or Alaskan Native		(N=2)					
		LUSD White							
		LUSD Asian (or Other Asian)		(N=5)					
		LUSD White							
		LUSD Filipino		(N=0)					
		LUSD White							
		LUSD Hispanic or Latino		-0.5	N/A	N/A	N/A	N/A	N/A
		LUSD White							
		LUSD Native Hawaiian or Pacific Islander		(N=0)					
		LUSD White							
		LUSD Two or More Races		(N=0)					
		LUSD White							
LUSD Socioeconomically Disadvantaged		-0.4	N/A	N/A	N/A	N/A	N/A		
LUSD White									
LUSD English Learner		15.9	13.72	11.54	9.36	7.18	5		
LUSD White									
LUSD Student with Disabilities		22.2	18.76	15.32	11.88	8.44	5		
LUSD White									
		LUSD Black or African American		(N=0)					
		LUSD White							

CST-Math	Grade 10	LUSD American Indian or Alaskan Native		(N=0)					
		LUSD White							
		LUSD Asian (or Other Asian)		(N=6)					
		LUSD White							
		LUSD Filipino		(N=0)					
		LUSD White							
		LUSD Hispanic or Latino		3.9	3.12	2.34	1.56	0.78	0
		LUSD White							
		LUSD Native Hawaiian or Pacific Islander		(N=0)					
		LUSD White							
		LUSD Two or More Races		(N=5)					
		LUSD White							
		LUSD Socioeconomically Disadvantaged		3.7	2.96	2.22	1.48	0.74	0
		LUSD White							
LUSD English Learner		12.8	11.24	9.68	8.12	6.56	5		
LUSD White									
LUSD Student with Disabilities		(N=2)							
LUSD White									

(A)(4)(c) Graduation rates (as defined in this notice)								
Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
LUSD	OVERALL	69.90%	73.60%	77.88%	82.16%	86.44%	90.72%	95.00%
	Hispanic/Latino	69.00%	74.80%	78.84%	82.88%	86.92%	90.96%	95.00%
	White	71.40%	61.10%	67.88%	74.66%	81.44%	88.22%	95.00%
	Socioeconomically Disadvantaged	69.90%	73.60%	77.88%	82.16%	86.44%	90.72%	95.00%
	English Learner	56.30%	63.70%	69.96%	76.22%	82.48%	88.74%	95.00%
LHS	OVERALL	76.10%	79.20%	82.36%	85.52%	88.68%	91.84%	95.00%
	Hispanic	75.60%	80.40%	83.32%	86.24%	89.16%	92.08%	95.00%
	White	72.20%	71.40%	76.12%	80.84%	85.56%	90.28%	95.00%
	Socioeconomically Disadvantaged	76.10%	79.20%	82.36%	85.52%	88.68%	91.84%	95.00%
	English Learner	64.60%	69.90%	74.92%	79.94%	84.96%	89.98%	95.00%

Source: Cohort Outcome Summary Report from Dataquest

(A)(4)(d) College enrollment (as defined in this notice) rates*								
NOTE: College enrollment should be calculated as the ratio between college-enrolled students and their graduating cohort. For example, for SY 2010-11, the o (College enrollment SY 2010-11) = Number of SY 2008-09 graduates enrolled in a higher-education institution during the 16 months after graduation o (College enrollment rate) = (College enrollment SY 2010-11)÷(Cohort Population, e.g. total number of SY 2008-09 graduates)*100								
Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
College enrollment rate	OVERALL		60%	65.00%	70.00%	75.00%	80.00%	85%
	Hispanic/Latino		62%	54.90%	62.40%	70.00%	77.50%	85%
	White		53%	54.90%	62.40%	70.00%	77.50%	85%
	Socioeconomically Disadvantaged		60%	54.90%	62.40%	70.00%	77.50%	85%
	English Learner		50%	54.90%	62.40%	70.00%	77.50%	85%

*Source: FAFSA

Grantee Name: LINDSAY UNIFIED SCHOOL DISTRICT

Project #1 Administrative/Planning

Project Goals/Desired Outcomes: Establish the infrastructure to implement overall project activities

Narrative: These are activities such as hiring staff and contracting with vendors, assessing technology needs, and developing the scope and sequence that naturally fall at the beginning of the project. Ongoing administrative activities are also listed here.

Key Performance Measures: Goal 1 (Objective 1.1 & 1.2); Goal 2 (Objective 2.1a.b, 2.2a.b, 2.3 a.b, 2.4 a.b); Goal 4 (Objective 4.1, 4.2, 4.3); Goal 5 (Objective 5.1 & 5.2) ; Goal 6 (Objective 6.1 & 6.2)

Cross-reference to other projects: Most of these activities have to be completed in order to begin preliminary project implementation. However, the administrative activities listed influence, in some capacity, nearly all project activities.

Activities for Project 1

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off- track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference
1	Administration/Planning Task								
1.1	Appoint Lead Personnel	DLT	02/01/13	7/1/2013					
1.1.1	Job descriptions developed	DLT	2/1/2013	2/15/2013					
1.1.2	Positions posted	DLT	2/15/2013	3/15/2013					
1.1.3	Interviews conducted	DLT	2/25/2013	6/15/2013					
1.1.4 M	Hire Curriculum & Instructional Specialists (2)	DLT	5/1/13	5/1/2013					
1.1.5 M	Hire Director of Technology & 21 st Century Learning	DLT	3/1/13	3/1/13					
1.1.6 M	Hire 21 st Century Learning Support Assistant	DLT	3/15/13	3/15/2013					
1.1.7 M	Hire PBS Instructional Design & Delivery (6)	DLT	4/1/13	4/1/2013					
1.1.8 M	Hire Blended Learning Specialist (1)	DLT	5/1/13	5/1/2013					
1.1.9 M	Hire Digital Media Arts Specialist (1)	DLT	5/1/2013	5/1/2013					
1.1.10 M	Hire Blended Learning Support Assistants (8)	DLT	7/1/13	7/1/2013					
1.1.11 D	All key personnel formally hired and start dates established	DLT	7/1/2013	7/1/2013					
1.2	Finalize Partner Contracts	DLT	1/15/2013	6/30/2015					
1.2.1	Develop Tech Audit RFP	DLT	1/15/2013	1/25/2013					
1.2.2 M	Post Tech Audit RFP	DLT	2/1/2013	2/1/2013					
1.2.3	Review and score tech audit proposals submitted by due date	DLT	2/15/2013	2/20/2013					
1.2.4 M	Select vendor for tech audit	DLT	2/22/2013	2/22/2013					

1.2.5	Develop RFPs for Year 1 and Year 2 for the following services: College and Career Readiness; Professional Development; Curriculum and Assessment Development; Program Evaluation; Increasing Access and Learning via Technology; Digital Learning Platform Development; Analysis of Curriculum, Assessments, and Resources to ensure Common Core Alignment and Rigor; Publications of LUSD Performance-based System and RTTD Initiatives	DLT	2/15/2013	3/15/2013				
1.2.6 M	Post RFPs for all services listed in 1.2.5	DLT	3/15/2013	3/15/2013				
1.2.7	Review and score proposals submitted by due date	DLT	4/10/2013	5/15/2013				
1.2.8 M	Select partners/vendors for professional development and other services	DLT	6/1/2013	6/1/2013				
1.2.9	Meet with partners to delineate roles and responsibilities	DLT	5/15/2013	6/15/2013				
1.2.10 M	Finalize Partner Contracts	DLT	6/15/13	6/15/2013				
1.2.11 D	All Y1-Y2 contracts approved by the local School Board	S	6/30/2013	6/30/2013				
1.2.12	Develop RFPs for Year 3 services	DLT	2/1/2014	2/15/2014				
1.2.13 M	Post RFPs for Year 3 services	DLT	3/1/2014	3/1/2014				
1.2.14	Review and score Year 3 proposals submitted by due date	DLT	4/1/2014	5/1/2014				
1.2.15	Select partners/vendors for Year 3 professional development and other services	DLT	6/1/2014	6/1/2014				
1.2.16	Meet with Year 3 partners to delineate roles and responsibilities	DLT	5/15/2014	6/15/2014				
1.2.17 M	Finalize Year 3 Partner Contracts	DLT	6/15/14	6/15/2014				
1.2.18 D	All Year 3 contracts approved by the local School Board	S	6/30/2014	6/30/2014				
1.2.19	Develop RFPs for Year 4 services	DLT	2/1/2015	2/15/2015				
1.2.20 M	Post RFPs for Year 4 services	DLT	3/1/2015	3/1/2015				
1.2.21	Review and score Year 4 proposals submitted by due date	DLT	4/1/2015	5/1/2015				
1.2.22 M	Select partners/vendors for Year 4 professional development and other services	DLT	6/1/2015	6/1/2015				
1.2.23	Meet with Year 4 partners to delineate roles and responsibilities	DLT	5/15/2015	6/15/2015				
1.2.24 M	Finalize Year 4 Partner Contracts	DLT	6/15/15	6/15/2015				
1.2.25 D	All Year 4 contracts approved by the local School Board	S	6/30/2015	6/30/2015				
1.3	Restructuring office space for RTT team	DCI	2/1/2013	2/19/2013				
1.3.1	Determine appropriate teams and office/work locations for all RTTD staff to optimize collaboration and ensure productivity.	DLT	2/1/2013	2/15/2013				

1.3.2	Set up all office space for RTTD team and related staff members	LUSD Maintenance Staff	2/15/2013	2/19/2013					
1.3.3 M	Transition RTTD staff and other related staff to new office spaces	LUSD Maintenance Staff	2/19/2013	2/19/2013					
1.3.4 D	All RTTD staff members have designated space in the district office ideal for engaging in their work responsibilities	DLT	2/19/2013	2/19/2013					
1.4	Ensure all LUSD stakeholders are clearly informed on the goals, outcomes, key activities, and roles/ responsibilities of key personnel in the RTTD work	DLT, DT21, MAS	1/15/2013	6/1/2013				PD, Publ	
1.4.1	Discuss/develop communications campaign ideas and timelines	DLT	1/15/2013	1/30/2013					
1.4.2 M	Communicate information ideas and timelines with leadership	S	1/30/2013	1/30/2013					
1.4.3	Develop communications campaign presentations	DLT	1/30/2013	2/15/2013					
1.4.4	Develop speaking points for school leaders to use with the parents, learners, and general public	DLT	1/30/2013	2/8/2013					
1.4.5	Meet with local press to explain the RTTD goals, objectives, and key activities	S	1/18/2013	1/18/2013					
1.4.6 M	Information on the LUSD RTTD goals and objectives highlighted in local media	S	2/1/2013	2/1/2013					
1.4.7 M	Present information to the School Board regarding RTTD goals, objectives, key activities, and roles and responsibilities of essential staff.	S	2/8/2013	2/8/2013					
1.4.8	Conduct meetings with certificated staff regarding RTTD goals, objectives, key activities, and roles and responsibilities of essential staff.	S, DCI	2/20/2013	3/8/2013					
1.4.9 M	Conduct meetings with leadership staff regarding RTTD goals, objectives, key activities, and roles and responsibilities of essential staff.	S, DCI	2/20/2013	2/20/2013					
1.4.10	Conduct meetings with classified staff regarding RTTD goals, objectives, key activities, and roles and responsibilities of essential staff.	S, DCI	3/13/2013	4/15/2013					
1.4.11 M	Follow-up meeting with local press to explain progress on the RTTD goals, objectives, and key activities	S	3/15/2013	3/15/2013					
1.4.12	Conduct follow-up meetings with leadership staff regarding progress on the initial activities	S, DCI	4/17/2013	4/17/2013					
1.4.13 M	Conduct follow-up meetings with certificated staff regarding progress on the RTTD initial activities.	S, DCI	5/22/2013	5/22/2013					
1.4.14 D	LUSD Stakeholders are clearly informed on the goals, outcomes, key activities, and roles/ responsibilities of key personnel in the RTTD work	S, DCI	6/1/2013	6/1/2013					
1.5	Conduct District Leadership Team (DLT) meetings	S	1/1/2013	12/31/2016					
1.5.1	Discuss possible key members to serve on the DLT	S, DCI	1/10/2013	1/15/2013					
1.5.2	Formally select the DLT	S	1/15/2013	1/15/2013					

1.5.3 M	Calendar all Y1 and Y2 meetings of the DLT	S	1/15/2013	1/15/2013					
1.5.4	Set goals and agenda topics for the DLT	DLT	1/30/2013	3/15/2013					
1.5.5	DLT meetings are held as scheduled for Y1	DLT	1/30/2013	6/30/2013					
1.5.6	Notes/agreements from all DLT meetings are kept and reviewed as implementation progress is monitored	DLT	1/30/2013	6/30/2013					
1.5.7 M	Activities related to the implementation of RTTD initiative are documented and completed as scheduled	DLT	6/30/2013	6/30/2013					
1.5.8	DLT meetings are held as scheduled for Y2	DLT	8/1/2013	7/31/2014					
1.5.9	Notes/agreements from all DLT meetings are kept and reviewed as implementation progress is monitored	DLT	8/30/2013	7/31/2014					
1.5.10 M	Activities related to the implementation of RTTD initiative are documented and completed as scheduled for Y2	DLT	10/30/2013	10/30/2013					
1.5.11 M	Activities related to the implementation of RTTD initiative are documented and completed as scheduled for Y2	DLT	1/31/2014	1/31/2014					
1.5.12 M	Activities related to the implementation of RTTD initiative are documented and completed as scheduled for Y2	DLT	5/31/2014	5/31/2014					
1.5.13 M	Calendar all Y3 meetings of the DLT	S	6/30/2014	6/30/2014					
1.5.14	DLT meetings are held as scheduled for Y3	DLT	8/1/2014	7/31/2015					
1.5.15 M	Activities related to the implementation of RTTD initiative are documented and completed as scheduled for Y3	DLT	10/30/2014	10/30/2014					
1.5.16 M	Activities related to the implementation of RTTD initiative are documented and completed as scheduled for Y3	DLT	1/31/2015	1/31/2015					
1.5.17 M	Activities related to the implementation of RTTD initiative are documented and completed as scheduled for Y3	DLT	5/31/2015	5/31/2015					
1.5.18 M	Calendar all Y3 meetings of the DLT	S	6/30/2014	6/30/2014					
1.5.19	DLT meetings are held as scheduled for Y4	DLT	8/1/2015	12/31/2016					
1.5.20 M	Implementation activities are documented and completed as scheduled for Y4	DLT	10/30/2015	10/30/2015					
1.5.21 M	Implementation activities are documented and completed as scheduled for Y4	DLT	1/31/2016	1/31/2016					
1.5.22 M	Activities related to the implementation of RTTD initiative are documented and completed as scheduled for Y4	DLT	5/31/2016	5/31/2016					
1.5.23 M	Activities related to the implementation of RTTD initiative are documented and completed as scheduled for Y4	DLT	8/31/2016	8/31/2016					
1.5.24 M	Activities related to the implementation of RTTD initiative are documented and completed as scheduled for Y4	DLT	12/31/2016	12/31/2016					

1.5.25 D	All District leadership team meetings result in focused action aligned to Project EMPOWER	DLT	12/31/2016	1/31/2016					
1.6	Negotiate for all non-student attendance days for 2013 through 2016 to provide training	Assistant Superintendent of Human Resources (ASHR) and local certificated union leadership	1/20/2013	2/15/2013				PD	
1.6.1	Develop proposed 3-year calendar	DLT	1/20/2013	1/30/2013					
1.6.2	Meeting with certificated union to discuss calendar proposals	ASHR and local certificated union leadership	2/1/2013	2/5/2013					
1.6.3	Engage in calendar negotiations	ASHR, local certificated union leadership	2/1/2013	2/11/2013					
1.6.4	3-year calendar agreed on with local union	ASHR, local certificated union leadership and local School Board	2/8/2013	2/11/2013					
1.6.5 M	3-year calendar approved by the local school board	School Board	2/11/2013	2/11/2013					
1.6.6 D	Publicize 3-year calendar which is consistent with the correct number of staff development days for called for in the RTTD application	S	2/15/2013	2/15/2013					
1.7	Link Certificated Evaluation System to student achievement	DLT, School Board	9/1/2013	9/1/2014					
1.7.1	Select a committee to revise the evaluation tool	ASHR	9/1/2013	10/31/2013					
1.7.2 M	Create competencies for each certificated staff position to be evaluated linked to student achievement	DLT, Evaluation Committee	11/1/2013	11/1/2013					
1.7.3	Develop a draft rubric to measure progress on the competencies	DLT, Evaluation Committee	11/1/2013	2/1/2014					
1.7.4	Conduct classroom visits using the new competencies and rubrics as a guide	DLT, site Principals, directors	2/1/2014	3/1/2014					
1.7.5 M	Finalize competencies and rubric to measure progress on the competencies	DLT, Evaluation Committee	3/1/2014	3/1/2014					
1.7.6	Establish draft evaluation tool	DLT, Evaluation Committee	3/1/2014	4/1/2014					
1.7.7 M	Finalize formal agreement with local union on evaluation tool that links student achievement to evaluation	ASHR, Evaluation Committee	5/1/2014	5/1/2014					
1.7.8	Develop evaluation protocols for all certificated staff members	ASHR	5/1/2014	6/30/2014					
1.7.9 D	Evaluation system that links the evaluation of the teacher, Principal, Assistant Principal, Directors, Assistant Superintendents, and Superintendent to student achievement in use for formal evaluations	DLT, Principals	8/1/2014	8/1/2014					

1.8	Develop an individualized professional development growth plan and capacity-building model for improving teacher effectiveness and performance that supplements and extends the formal Certificated Evaluation system.	DLT, site Principals, directors	1/15/2013	10/30/2014			<i>The tasks are shown through tasks and milestones listed on 1.8.15-1.8.27M</i>	DLP, PD	
1.8.1	Research professional competencies that are aligned to the California Standards for the Teaching Profession	DLT, Principals	4/1/2013	6/30/2013					
1.8.2	Develop and/or adopt draft professional competencies that are aligned to the California Standards for the Teaching Profession	DLT, Principals	7/1/2013	9/1/2013					
1.8.3	Write the professional competencies that are aligned to the California Standards for the Teaching Profession into a Measurement Topic format	DLT, Principals	9/1/2013	10/1/2013					
1.8.4	Have the competencies reviewed and approved by an outside expert	S	10/1/2013	12/1/2013					
1.8.5 M	Formally adopt the professional competencies required of all Lindsay teachers	DLT, Principals, teachers	12/1/2013	12/1/2013					
1.8.6	Create a professional growth plan module for teachers in Educate	DT21	1/1/2014	3/1/2014					
1.8.7	Establish student achievement targets that can be linked to the professional development growth plan of teachers	DLT, site Principals, teachers	1/1/2014	2/1/2014					
1.8.8 M	Upload the teacher competencies into the Facilitator DLP	MAS	3/15/14	3/15/14					
1.8.9	Establish baseline data for each teacher in relation to the adopted competencies	DLT, site Principals, teachers	4/1/14	6/30/14					
1.8.10 M	Build out individual professional growth plans for each teacher in the Educate professional development module	DLT, site Principals, teachers	8/1/14	8/1/14					
1.8.11	Electronically track professional competence related to the adopted competencies	DLT, site principals, teachers	8/1/2014	12/31/2014					
1.8.12	Analyze student achievement data for each teacher	DLT, site Principals, directors	9/1/14	10/31/14					
1.8.13 M	Modify teacher professional growth based on data analysis findings	DLT, site Principals, teachers	11/15/14	11/15/14					
1.8.14 D	Individual professional development growth plans are created, aligned to the adopted competencies, linked to student achievement, and modified based on teacher and learner needs	DLT, Site Principals, teachers	12/31/2014	12/31/2014					
1.8.15	Electronically track professional competence related to the adopted competencies	DLT, site principals, teachers	1/1/2015	5/1/2015					
1.8.16	Analyze student achievement data for each teacher	DLT, site principals, teachers	2/1/15	5/1/15					
1.8.17 M	Modify teacher professional growth based on data analysis findings	DLT, site principals, teachers	6/15/15	6/15/15					

1.8.18	Electronically track professional competence related to the adopted competencies	DLT, site principals, teachers	8/1/2015	12/31/2015					
1.8.19	Analyze student achievement data for each teacher	DLT, site principals, teachers	9/1/15	10/31/15					
1.8.20 M	Modify teacher professional growth based on data analysis findings	DLT, site principals, teachers	11/15/15	11/15/15					
1.8.21	Electronically track professional competence related to the adopted competencies	DLT, site principals, teachers	1/1/2016	5/1/2016					
1.8.22	Analyze student achievement data for each teacher	DLT, site principals, teachers	2/1/16	5/1/16					
1.8.23 M	Modify teacher professional growth based on data analysis findings	DLT, site principals, teachers	6/15/16	6/15/16					
1.8.24 M	Build out individual professional growth plans for each teacher in the Educate professional development module	DLT, site principals, teachers	8/1/16	8/1/16					
1.8.25	Electronically track professional competence related to the adopted competencies	DLT, site principals, teachers	8/1/2016	12/31/2016					
1.8.26	Analyze student achievement data for each teacher	DLT, site principals, teachers	9/1/16	10/31/16					
1.8.27 M	Modify teacher professional growth based on data analysis findings	DLT, site principals, teachers	11/15/16	11/15/16					
1.8.28 D	Individual professional development growth plans are created, aligned to the adopted competencies, linked to student achievement, and modified based on teacher and learner needs	DLT, Site Principals, teachers	12/31/2016	12/31/2016				DLP, PD	
1.9	Develop an individualized professional development growth plan for all other certificated groups and school board members	DLT, site Principals, directors	4/1/2014	12/31/2016				DLP, PD	
1.9.1	Research professional competencies that are aligned to the National Standards for School Administrators, Superintendents, and School Boards	DLT, Principals	4/1/2014	6/30/2014					
1.9.2	Develop and/or adopt draft professional competencies that are aligned to the National Standards for School Administrators, Superintendents, and School Boards	DLT, Principals	7/1/2014	9/1/2014					
1.9.3	Write the professional competencies that are aligned to the National Standards for School Administrators, Superintendents, and School Boards into a Measurement Topic format	DLT, Principals	9/1/2014	10/1/2014					
1.9.4	Have the competencies reviewed and approved by an outside expert	S	10/1/2014	12/1/2014					
1.9.5 M	Formally adopt the professional competencies required of all Principals, Superintendent, Lindsay Leadership and School Board Members	DLT, Principals	12/1/2014	8/1/2016			Due Date moved to August 1, 2016 to align with DLP 4.1.3, 4.1.5, 4.1.7, and 4.1.9		

1.9.6	Create a professional growth plan module for Principals, Superintendent, and School Board members in Educate	DT21	1/1/2015	3/1/2015					
1.9.7	Establish student achievement targets that can be linked to the professional development growth plan of all Lindsay Leaders and School Board members	DLT, site Principals	1/1/2015	2/1/2015					
1.9.8 M	Upload the competencies into the Facilitator DLP	MAS	3/15/15	12/31/2016			Due Date moved to December 31, 2016 to align with DLP 4.2.12		
1.9.9	Establish baseline data for each Principal, Director, School Board member, and the Superintendent in relation to the adopted competencies	DLT, site Principals, School Board members	4/1/15	6/30/15					
1.9.10 M	Build out individual professional growth plans for each Principal, Director, School Board member, and the Superintendent in the Educate professional development module	DLT, site Principals, School Board members	8/1/15	8/1/15					
1.9.11	Electronically track professional competence related to the adopted competencies	DLT, site principals, School Board members	8/1/2015	12/31/2015					
1.9.12	Analyze student achievement data	DLT, site Principals	9/1/15	10/31/15					
1.9.13 M	Modify Principal, Director, School Board member, and the Superintendent professional growth plan based on data analysis findings	DLT, site Principals, School Board members	11/15/15	11/15/15					
1.9.14 D	Individual professional development growth plans are created, aligned to the adopted competencies, linked to student achievement, and modified based on leader and learner needs	DLT, Site Principals, School Board members	12/31/2015	12/31/2015					
1.9.15	Electronically track professional competence related to the adopted competencies	DLT, site principals, School Board members	1/1/2016	4/1/2016					
1.9.16	Analyze student achievement data	DLT, site Principals	2/1/16	3/1/16					
1.9.17 M	Modify Principal, Director, School Board member, and the Superintendent professional growth plan based on data analysis findings	DLT, site Principals, School Board members	4/15/16	4/15/16					
1.9.18 D	Individual professional development growth plans are created, aligned to the adopted competencies, linked to student achievement, and modified based on leader and learner needs	DLT, Site Principals, School Board members	5/1/2016	5/1/2016					
1.10	Conduct technology audit and write technology action plan to address the needs of blended learning, DLP and 1-1 Tech Initiative	DLT, DT21	1/1/2013	12/31/2013					
1.10.1	Develop Tech Audit RFP	DLT	1/15/2013	1/25/2013					
1.10.2 M	Post Tech Audit RFP	DLT	2/1/2013	2/1/2013					
1.10.3	Review and score tech audit proposals submitted by due date	DLT	2/15/2013	2/20/2013					
1.10.4 M	Select vendor for tech audit	DLT	2/22/2013	2/22/2013					
1.10.5	Conduct technology audit	DLT, DT21	3/1/2013	5/1/2013					

1.10.6	Study report of tech audit and determine needs for development	DLT, DT21	5/1/2013	6/1/2013					
1.10.7	Follow through on tech audit recommendations (staffing, infrastructure, materials, etc.)	DT21	6/1/2013	9/31/2013					
1.10.8 M	Technology audit completed, specifying areas of strength and needed areas of improvement	DT21	6/1/2013	6/1/2013					
1.10.9 D	Technology audit action plan fully implemented	DT21, DLT	12/31/2013	12/31/2013					
1.11	Create a written district-wide professional development plan including annual schedule and evaluation of services offered	DLT	2/1/2013	12/31/2016				PD, Curriculum, DLP	
1.11.1	Conduct Teacher and Administrator Professional Development survey	DRE	2/1/2013	2/15/2013					
1.11.2	Identify professional development needs for learners, learning facilitators, and leaders	DLT	2/15/2013	5/1/2013					
1.11.3 M	Create Y2 calendar of all Professional Development	DLT	5/31/2013	5/31/2013					
1.11.4	Collect survey and professional development evaluation data	DLT and Site Principals	8/15/2013	9/1/2013					
1.11.5	Formally evaluate the effectiveness of all professional development offerings and the quality of the presenters/trainers	DRE	10/1/2013	11/1/2013					
1.11.6	Monitor implementation of professional development in the classroom	DLT and Site Principals	8/15/2013	6/10/2014					
1.11.7 M	Collect participation records of all Y2 Professional development activities	DLT and Site Principals	6/30/2013	6/30/2014					
1.11.8 D	Evidence of implementation of District-wide Professional Development plan and evaluation of activities	DLT and DRE	7/31/2014	7/31/2014					
1.11.9	Conduct Teacher and Administrator Professional Development survey	DRE	4/15/2014	4/30/2014					
1.11.10	Identify professional development needs for learners, learning facilitators, and leaders	DLT	5/15/2014	5/30/2014					
1.11.11 M	Create Y3 calendar of all Professional Development	DLT	5/30/2014	5/30/2014					
1.11.12	Collect survey and professional development evaluation data	DLT and Site Principals	8/15/2014	9/1/2014					
1.11.13	Formally evaluate the effectiveness of all professional development offerings and the quality of the presenters/trainers	DRE	10/1/2014	11/1/2014					
1.11.14	Monitor implementation of professional development in the classroom	DLT and Site Principals	8/15/2014	6/10/2015					
1.11.15 M	Collect participation records of all Y3 Professional development activities	DLT and Site Principals	6/30/2015	6/30/2015					
1.11.16 D	Evidence of implementation of District-wide Professional Development plan and evaluation of activities	DLT and DRE	7/31/2015	7/31/2015					

1.11.17	Conduct Teacher and Administrator Professional Development survey	DRE	4/15/2015	4/30/2015					
1.11.18	Identify professional development needs for learners, learning facilitators, and leaders	DLT	5/15/2015	5/30/2015					
1.11.19 M	Create Y4 calendar of all Professional Development	DLT	5/30/2015	5/30/2015					
1.11.20	Collect survey and professional development evaluation data	DLT and Site Principals	8/15/2015	9/1/2015					
1.11.21	Formally evaluate the effectiveness of all professional development offerings and the quality of the presenters/trainers	DRE	10/1/2015	11/1/2015					
1.11.22	Monitor implementation of professional development in the classroom	DLT and Site Principals	8/15/2015	12/10/2016					
1.11.23 M	Collect participation records of all Y4 Professional development activities	DLT and Site Principals	11/30/2016	11/30/2016					
1.11.24 D	Evidence of implementation of District-wide Professional Development plan and evaluation of activities	DLT and DRE	12/31/2016	12/31/2016					
1.12	Develop 1 to 1 Technology Initiative for anytime access and instructional delivery	DT21	6/1/2013	9/1/2014				PD	
1.12.1	Determine needs from technology audit	DLT/DT21	5/1/2013	5/15/2013					
1.12.2	Address infrastructure needs	S, DLT, DT21	6/1/13	8/1/13					
1.12.3 M	Purchase additional mobile devices as needed to increase access	S, DT21, and ASB	6/30/2013	6/30/2013					
1.12.4	Modify checkout terms and increase capacity of checkout system	DT21 and Site Principals	7/15/2013	8/15/2013					
1.12.5	Provide training and support to learners, learning facilitators, and leaders to ensure effective use of mobile devices	DT21, BLS, Principals	8/1/2013	5/31/2013					
1.12.6	Establish partnerships to secure additional funding for 1:1 initiative	S, DT21	5/31/2013	9/31/13					
1.12.7 M	Purchase additional mobile devices as needed to increase access	S, DT21, and ASB	6/30/2014	6/30/2014					
1.12.8	Establish a system to monitor systemic use, repair, replacement, and upgrades of mobile devices	DT21	7/1/2013	8/15/2013					
1.12.9 M	Clear timeline for transitioning to 1:1 developed	DT21	6/15/2013	6/15/2013					
1.12.10 D	All learners have 24/7 1:1 access to a mobile device and internet connectivity	DT21, DLT	9/1/2014	9/1/2014					
1.13	Expand CCR Pathways (9-12) to include career experience via regional business partnerships	DLT, Secondary Principals, Partners	8/1/2013	12/31/2016				Curriculum, Publ	
1.13.1	Define CCR pathways	DLT, Secondary Principals, Partners	6/1/2013	8/5/2013					
1.13.2 M	Communicate CCR pathways to all stakeholders	Secondary Principals	8/10/2013	8/10/2013					
1.13.3	Investigate/Research potential business partners that are linked to the career pathways	DLT, Secondary Principals, Partners	6/1/2013	10/1/2013					

Grantee Name: LINDSAY UNIFIED SCHOOL DISTRICT

Project #2 Professional Development

Project Goals/Desired Outcomes: Provide professional development to teachers, administrators and district staff

Narrative: *These activities comprise the professional development plan of EMPOWER!*

Key Performance Measures: *Goal 1 (Objective 1.1); Goal 5 (Objective 5.2) ; Goal 6 (Objective 6.1 & 6.2)*

Cross-reference to other projects: *Professional development will assist facilitators and other staff to implement project activities (like Digital Learning Platforms, Curriculum & Instruction, etc.) across the entire program*

Activities for Project 2

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off- track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference
2	Professional Development								
2.1	Design an LUSD Professional Development (PD) Model.	DLT	3/1/2013	8/1/2013				Admin, Curriculum	
2.1.1	Survey principals and individual teachers to identify areas of strength and weakness.	DRE	2/1/2013	3/1/2013					
2.1.2 M	Identify areas for professional development through staff surveys, reviewing observations and evaluations, principal recommendations, feedback from district walkthroughs.	DLT	4/1/2013	4/1/2013					
2.1.3	Formally adopt and communicate the LUSD Professional Development Model.	DLT	4/1/2013	7/1/2013					
2.1.4 D	LUSD Professional Development Model	DLT	3/1/2013	8/1/2013					
2.2	Identify and develop professional learning communities	DLT	4/1/2013	12/31/2014				Admin, Curriculum	
2.2.1 M	Organize and identify the different PLCs to be utilized (e.g., content level, grade level, job/position)	DCI, DT21	8/1/2013	8/1/2013					
2.2.2	Create a pilot virtual collaborative structure for principals and classified office managers.	DT21	4/1/2013	6/1/2013					
2.2.3	Create virtual collaboration structures.	DT21	9/1/2013	11/1/2013					
2.2.4 M	Identify and place staff in Lead Learner PLC	DCI	8/1/2013	8/1/2013					
2.2.5	Establish systems and procedures to be used as PLC common practice (e.g., ground rules, expectations, practices) for Lead Learner PLC	DCI,DT21	4/1/2013	6/1/2013					
2.2.6	Implement PLCs	DT21,DCI	9/1/2013	11/1/2013					
2.2.7	Develop tools and processes to monitor effectiveness of PLC (monthly)	DRE	9/1/2013	1/1/2014					

2.2.8 M	Professional Learning Communities established and working	DLT	12/31/2014	12/31/2014					
2.3	Develop Year 2 Professional Development outline including days, participants, general organization, and potential topics	DLT, DCI	3/1/2013	6/30/2014				Admin, Curriculum	
2.3.1	Identify potential topics for Professional Development for staff and leadership.	DCI	1/1/2014	5/1/2013					
2.3.2	Identify scope of PD for 12 additional days.	DLT	2/1/2013	3/1/2013					
2.3.3 M	Design and implement scope of PD for 12 additional days.	DLT	6/1/2013	6/1/2013					
2.3.4	Select partners to provide identified Professional Development as needed.	DLT	3/1/2013	6/1/2013					
2.3.5	Organize Professional Development events for staff and leadership	DCI	8/1/2013	12/31/2013					
2.3.6 D	Professional Development Year 2 Plan	DLT, DCI	12/31/2013	12/31/2013					
2.4	Develop Year 3 Professional Development Plan.	DCI, DLT	2/1/2014	12/31/2014				Admin, Curriculum, DLP, Eval	
2.4.1	Identify potential topics for Year 3 Professional Development based on prior PD symposiums, district walk throughs, teacher/principal surveys, teacher evaluations, PLC feedback. Include components of PBS, use of technology as an accelerate for learning, use of data for instruction and continuous improvement, transformational technology, project-based learning, assessment and scoring, effective instructional practices, Level 4 learning and life long standards as topics for all staff.	DCI	3/1/2014	6/30/2014					
2.4.2	Select participants.	DLT	6/1/2014	8/1/2014					
2.4.3 M	Select partners to provide identified Professional Development for additional day training.	DLT	6/1/2014	6/1/2014					
2.4.4	Design, organize, and implement PD for additional days.	DT21, DCI	7/1/2014	12/31/2014					
2.4.5	Design and implement PD for learners to present staff development on additional PD days.	DT21, DCI	7/1/2014	12/31/2014					
2.4.6 M	Develop PD for Leadership including tenets of change management.	DLT	9/31/2014	9/31/2014					
2.4.7	Use assessment results to drive professional development decisions	DLT	7/1/2014	12/31/2014					
2.4.8 M	Develop and use feedback tool to determine the effectiveness of PD.	DT21, DRE	12/31/2014	12/31/2014					
2.4.9 D	Professional Development Plan for Year 3-4	DCI, DLT	02/01/14	12/31/2014					
2.5	Develop Year 4 Professional Development Plan.	DCI, DLT	2/1/2015	12/31/2015				Admin, Curriculum, DLP, Eval	

2.5.1	Identify potential topics for Year 3 Professional Development based on prior PD symposiums, district walk throughs, teacher/principal surveys, teacher evaluations, PLC feedback. Include components of PBS, use of technology as an accelerate for learning, use of data for instruction and continuous improvement, transformational technology, project-based learning, assessment and scoring, effective instructional practices, Level 4 learning and life long standards as topics for all staff.	DCI	3/1/2015	6/30/2015					
2.5.2	Select participants.	DLT	6/1/2015	8/1/2015					
2.5.3 M	Select partners to provide identified Professional Development for additional day training.	DLT	6/1/2015	6/1/2015					
2.5.4	Design, organize, and implement PD for additional days.	DT21, DCI	7/1/2015	12/31/2015					
2.5.5	Design and implement PD for learners to present staff development on additional PD days.	DT21, DCI	7/1/2015	12/31/2015					
2.5.6 M	Develop PD for Leadership including tenets of change management.	DLT	9/31/2015	9/31/2015					
2.5.7	Use assessment results to drive professional development decisions	DLT	7/1/2015	12/31/2015					
2.5.8 M	Develop and use feedback tool to determine the effectiveness of PD.	DT21, DRE	12/31/2015	12/31/2015					
2.5.9 D	Professional Development Plan for Year 3-4	DCI, DLT	02/01/15	12/31/2015					

Grantee Name: LINDSAY UNIFIED SCHOOL DISTRICT

Project #3 Curriculum & Instruction (formerly Level 4)

Project Goals/Desired Outcomes: Revise and refine the curriculum to encompass all Measurement Topics in all subjects, across all grades, and move to Common Core

Narrative: These activities will refine and enhance the current curriculum, adding substantial content and assessments to the DLP, and aligning Common Core and Life Long Learning Standards

Key Performance Measures: Goal 1 (Objective 1.1 and 1.2) Goal 2 (Objective 2.1a/b, 2.2a/b, 2.3 a/b, 2.4 a/b) Goal 4 (Objective 4.1, 4.2, and 4.3)

Cross-reference to other projects: The curriculum is the base for the Learner DLP

Activities for Project 3

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off- track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference
3	<i>Curriculum</i>								
3.1	Develop Life Long Learning Measurement Topics, scoring scales, and guiding documents.	DCI	6/1/2013	12/30/2013				DLP	
3.1.1	Identify grade appropriate learning outcomes for each life long learning standard.	DCI	6/1/2013	7/30/2013					
3.1.2	Develop scoring scales for LLL outcomes.	DCI	6/1/2013	7/30/2013					
3.1.3 M	Grade level appropriate outcomes established for each Life Long Learning target with defined scoring scales.	DCI	7/30/2013	7/30/2013					
3.1.4	Pair Life Long Learning Standards with Content Areas for integration in instructional design.	DCI	7/30/2013	10/30/2013					
3.1.5	Prepare scope and sequence documents showing alignment to content areas and grade spans.	DCI	7/30/2013	10/30/2013					
3.1.6 M	Guiding Documents showing LLL standards scope/sequence and pairing with content completed.	DCI	10/30/2013	10/30/2013					
3.1.7	Upload LLL documents into digital platform.	MAS	11/1/2013	12/30/2013					
3.1.8 D	<i>Life Long Learning Measurement Topics and scoring scales are in the digital platform.</i>	MAS	12/30/2013	12/30/2013					
3.2	Identify Level 3 targets or Priority Standards for each Measurement Topic for all content areas.	DCI, CIS	4/1/2013	12/30/2013				PD, DLP	
3.2.1	Math K-8: Identify CCSS Priority Standards for Level 3 targets of Measurement Topics.	CIS	5/1/2013	5/30/2013					
3.2.2 M	Math K-8 : Priority Standards identified for Level 3 targets.	CIS	5/30/2013	5/30/2013					
3.2.3	ELA K-12: Identify CCSS Priority Standards for Level 3 targets of Measurement Topics.	CIS	6/1/2013	7/30/2013					
3.2.4 M	ELA K-12 : Priority Standards identified for Level 3 targets.	CIS	8/15/2013	8/15/2013					
3.2.5	Math 9-12: Determine math course design (traditional or integrated) and submit to all proper boards/authority for approval if integrated.	CIS	6/1/2013	9/1/2013					
3.2.6	Math 9-12: Identify CCSS Priority Standards for Level 3 targets of Measurement Topics. Curriculum Support by Partner or TCOE.	CIS	9/1/2013	10/15/2013					
3.2.7 M	Math 9-12: CCSS Priority Standards for Level 3 targets of Measurement Topics identified and targets for each course identified.	CIS	10/15/2013	10/15/2013					
3.2.8	ELD: Identify ELD CCSS aligned standards for Level 3 targets.	CIS	10/1/2013	12/30/2013					
3.2.9	SCI/HSS: Identify Next Generaation SCI standards for Level 3 targets. Identify/Revise HSS Level 3 targets.	CIS	9/1/2013	10/30/2013					

3.2.10 M	SCI/HSS/ELD: CCSS Priority Standards for Level 3 targets of Measurement Topics identified and targets for each course identified.	CIS	10/30/2013	10/30/2013					
3.2.11	All Elective Courses at the Secondary Level: Revise level 3 targets of measurement topics to reflect priority standards as needed.	CIS	9/1/2013	10/30/2013					
3.2.12 M	All Elective Courses at the Secondary Level: Level 3 targets revised as needed. Priority standards chosen for Level 3 targets.	CIS	10/30/2013	10/30/2013					
3.2.13 D	ALL content area Measurement Topic Level 3 targets revised and in alignment with common core if applicable.	CIS	12/30/2013	12/30/2013					
3.3	Develop Learning Resource documents showing curriculum development for each Level 3 target of Measurement Topic (e.g., Progression of learning for each learning target, Level 4 targets, DOK level alignment, LLL alignment, alignment of best teaching strategy as identified by Marzano)	DCI	4/1/2013	12/30/2014				DLP	
3.3.1	Math K-8: Alignment of curriculum content including progression of learning (Level 1-4) DOK alignment, LLL alignment, and alignment to most effective teaching strategy.	Tulare County Office of Education	6/1/2013	6/30/2013					
3.3.2 M	Math K-8 Learning Resource Content Completed	CIS	6/30/2013	6/30/2013					
3.3.3	ELA K-12: Alignment of curriculum content including progression of learning (Level 1-4) DOK alignment, LLL alignment, and alignment to most effective teaching strategy.	Tulare County Office of Education	9/1/2013	10/30/2013					
3.3.4 M	ELA K-12 Learning Resource Content Completed	CIS	10/30/2013	10/30/2013					
3.3.5	Math 9-12: Alignment of curriculum content including progression of learning (Level 1-4) DOK alignment, LLL alignment, and alignment to most effective teaching strategy.	Partner/TCOE	10/15/2013	12/30/2013					
3.3.6 M	Math 9-12: Learning Resource Content Completed	CIS	12/30/2013	12/30/2013					
3.3.7	SCI/HSS/ELD: Alignment of curriculum content including progression of learning (Level 1-4) DOK alignment, LLL alignment, and alignment to most effective teaching strategy. Audit of LUSD work.	Marzano/RISC Partners	11/1/2013	1/30/2014					
3.3.8 M	SCI/HSS/ELD: Learning Resource content completed	CIS	1/30/2014	1/30/2014					
3.3.9	Secondary Elective Courses: Alignment of curriculum content including progression of learning (Level 1-4) DOK alignment, LLL alignment, and alignment to most effective teaching strategy. Audit of LUSD work.	Marzano/RISC Partners	10/30/2013	1/30/2014					
3.3.10 M	Secondary Elective Courses: Learning Resource content completed	CIS	1/30/2014	1/30/2014					
3.3.11 D	ALL LUSD Content: Learning Resource content completed	DCI	12/30/2014	12/30/2014					
3.4	Develop or obtain assessments aligned to each learning target in the learning progression for each Measurement Topic/learning resource.	DCI	8/1/2013	6/30/2014				DLP	
3.4.1	Math K-8: Develop and obtain assessment items from partners to match each target in the learning progression for a level 3 standard/target.	Partner Districts, CIS	8/1/2013	11/30/2013					
3.4.2	Math K-8: Check each assessment item (for Levels 1-4) for alignment to the learning target and DOK level. Ensure that items correspond to rigor of CCSS testing problem types and that construct response items are available in L3 assessment items.	Marzano/RISC Partners	8/1/2013	12/1/2013					
3.4.3 M	Math K-8: Assessment items correlating to Level 1 through 4 tasks completed.	CIS	12/30/2013	12/30/2013					

3.4.4	ELA K-12: Develop and obtain assessment items from partners to match each target in the learning progression for a level 3 standard/target.	CIS	11/30/2013	2/1/2014				
3.4.5	ELA K-12: Check each assessment item (for Levels 1-4) for alignment to the learning target and DOK level. Ensure that items correspond to rigor of CCSS testing problem types and that construct response items are available in L3 assessment items.	CIS	1/3/2014	3/30/2014				
3.4.6 M	ELA K-12: Assessment items correlating to Level 1 through 4 tasks completed.	CIS	3/30/2014	3/30/2014				
3.4.7	Math 9-12/ELA K-12: Develop and obtain assessment items from partners to match each target in the learning progression for a level 3 standard/target.	Partner Districts, CIS, TCOE	12/2/2013	3/2/2014				
3.4.8	Math 9-12/ELA K-12: Check each assessment item (for Levels 1-4) for alignment to the learning target and DOK level. Ensure that items correspond to rigor of CCSS testing problem types and that construct response items are available in L3 assessment items.	Partners (TCOE/RISC/Marz)	12/2/2013	3/2/2014				
3.4.9 M	Math 9-12/ELA K-12: Assessment items correlating to Level 1 through 4 tasks completed.	DCI	3/2/2014	3/2/2014				
3.4.10	SCI/HSS/ELD: Develop and obtain assessment items from LUSD and partners to match each target in the learning progression for a level 3 standard/target.	CIS	1/3/2014	2/30/2014				
3.4.11	SCI/HSS/ELD: Check each assessment item (for Levels 1-4) for alignment to the learning target and DOK level. Ensure that items correspond to rigor of CCSS testing problem types and that construct response items are available in L3 assessment items.	Marzano/RISC Partners	1/3/2014	2/30/2014				
3.4.12 M	SCI/HSS/ELD: Assessment items correlating to Level 1 through 4 tasks completed.	DCI	2/30/2014	2/30/2014				
3.4.13	Secondary Elective Courses: Develop and obtain assessment items from partner districts and LUSD Staff to match each target in the learning progression for a level 3 standard/target.	CIS	1/30/2014	4/30/2014				
3.4.14	Secondary Elective Courses: Check each assessment item (for Levels 1-4) for alignment to the learning target and DOK level. Ensure that items correspond to rigor of CCSS testing problem types and that construct response items are available in L3 assessment items.	CIS	1/30/2014	4/30/2014				
3.4.15 M	Secondary Elective Courses: Assessment items completed.	DCI	4/30/2014	4/30/2014				
3.4.16 D	Assessment items for each content area in each grade level identified and in alignment with the standards.		6/30/2014	6/30/2014				
3.5	Mine and align resources to support each target of the learning progression on each Measurement Topic.	DCI	4/1/2013	8/30/2014				
3.5.1	Math K-8: Mine and align resources including lessons, practices, games, and teaching resources for each learning target.	D, LUSD Staff, partne	8/30/2013	12/30/2013				
3.5.2	Math K-8: Develop or locate Level 4 project based learning units to support application level learning.	TCOE, IDD	9/15/2013	12/30/2013				
3.5.3	Math K-8: Audit curriculum, resources, and assessments alignment to ensure curriculum is well aligned to CCSS.	Partner/RISC	10/1/2013	12/30/2013				
3.5.4 M	Math K-8: Curriculum and Resources audited for quality and alignment to CCSS; Necessary Improvements completed.	DCI	12/30/2013	12/30/2013				

3.5.5	Math 9-12/ELA K-12: Mine and align resources including lessons, practices, games, and teaching resources for each learning target in English. Mine and align same resources in Spanish for ELA K-8 Dual program.	TCOE/CIS	3/2/2014	6/20/2014				
3.5.6	ELA K-12: Identify appropriate required lexile levels for each grade level and identify appropriate writing rubrics for each grade level.	CIS	3/2/2014	4/15/2014				
3.5.7	Math 9-12/ELA K-12: Develop or locate Level 4 project based learning units to support application level learning.	CIS	3/2/2014	5/20/2014				
3.5.8	Math 9-12/ELA K-12: Assess/Audit curriculum, resources, and assessment alignment to ensure curriculum is well aligned to CCSS.	TCOE/Partner	5/20/2014	7/30/2014				
3.5.9 M	Math 9-12/ELA K-12: Curriculum and Resources completed and aligned with rigor and application of CCSS.	DCI	7/30/2014	7/30/2014				
3.5.10	HSS/SCI/ELD: Mine and align resources including lessons, practices, games, and teaching resources for each learning target in English. Mine and align same resources in Spanish for ELA K-8 Dual program.	CIS	3/1/2014	6/15/2014				
3.5.11	HSS/SCI/ELD: Develop or locate Level 4 project based learning units to support application level learning.	CIS	3/1/2014	6/15/2014				
3.5.12	HSS/SCI/ELD: Finalize curriculum, resources, and assessment and make additions or corrections as needed from curriculum auditing process.	Marzano/RISC Partners	6/1/2014	7/30/2014				
3.5.13 M	HSS/SCI/ELD: Curriculum and Resources completed and aligned with rigor and application of CCSS.	CIS	7/30/2014	7/30/2014				
3.5.14	Secondary Elective Courses: Mine and align resources including lessons, practices, games, and teaching resources for each learning target in English. Mine and align same resources in Spanish for ELA K-8 Dual program.	CIS	4/1/2014	6/30/2014				
3.5.15	Secondary Elective Courses: Develop or locate Level 4 project based learning units to support application level learning.	CIS	4/1/2014	6/30/2014				
3.5.16 M	Secondary Elective Courses: Curriculum and Resources completed and aligned with rigor and application of CCSS.	CIS	6/30/2014	6/30/2014				
3.5.17 D	All LUSD Content aligned with resources for each target of the learning progression.	CIS	8/30/2014	8/30/2014				
3.6	Develop Scope and Sequence documents to represent learning progressions and pacing.	DCI	8/30/2013	7/30/2014				Publ
3.6.1	Identify Lexile Level Outcome Expectation for each grade level.	CIS	12/2/2013	3/2/2014				
3.6.2	Develop/Revise the Curriculum/Instruction Scope and Sequence Document showing the progression of learning K-12.	CIS	5/1/2014	7/30/2014				
3.6.3	Make parent publications to reflect the learning outcomes for each content level.	CIS	5/1/2014	7/30/2014				
3.6.4 M	Progressions of study and pacing are determined for Math K-8	CIS	8/30/2013	8/30/2013				
3.6.5 M	Progressions of study and pacing determined for ELA K-12 and Math 9-12.	CIS	1/30/2014	1/30/2014				
3.6.6 M	Progression of study and pacing determined for SCI and HSS K-12	CIS	2/30/2014	2/30/2014				
3.6.7 M	Progression of learning and pacing determined for ELD	CIS	3/30/2014	3/30/2014				

3.6.8 D	Scope and sequence documents completed for all content areas	CIS	7/30/2014	7/30/2014					
3.7	Upload curriculum, instruction, and assessment content into Educate learner platform	MAS, CIS, IDD	7/1/2013	8/1/2015				DLP	
3.7.1	Prepare alignment document for Math K-8 content showing transferability between California and Common Core Standards for Educate platform.	CIS	7/1/2013	7/30/2013					
3.7.2 M	Math K-8 and Secondary Continuation Curriculum Uploaded into digital platform	MAS	12/30/2013	12/30/2013					
3.7.3 M	Math 9-12 and ELA K-12 content uploaded into digital platform	MAS	7/31/2014	7/31/2014					
3.7.4 M	ELD, HSS, and SCI uploaded into digital platform	MAS	7/31/2014	7/31/2014					
3.7.5 M	Content for Elective courses uploaded into digital platform.	MAS	7/31/2015	7/31/2015					
3.7.6 D	Lessons, tasks, and resources for each Level 3 target accessible in Educate to all learners	CIS, MAS, IDD	7/31/2015	7/31/2015					
3.8	Develop Individualized Learning Plan Curriculum Maps in Math and ELA for far-behind learners; K-8	CIS	6/1/2013	5/1/2014				DLP	
3.8.1	Identify the essential standards that correspond to reading skills and development for the Reading ILP Curriculum Map (K-12).	CIS	2/1/2014	5/1/2014					
3.8.2	Identify the essential standards and skills for development of writing ILP Curriculum Map. (K-8)	CIS	2/1/2014	5/1/2014					
3.8.3	Identify the essential math standards that target math skills for development of the Math ILP Curriculum Map K-8.	CIS	6/30/2013	7/30/2013					
3.8.4 M	Essential standards and ILP Map for math K-8 completed	CIS	7/30/2013	7/30/2013					
3.8.5 M	ILP maps for Math 9-12, ELA K-12 Completed	CIS	5/1/2014	5/1/2014					
3.8.6 D	Individualized Learning Curriculum Maps for all content areas completed.	CIS	5/1/2014	5/1/2014					
3.9	Obtain and provide supplementary instructional materials in ELA and Math.	CIS	5/1/2014	8/1/2014				DLP	
3.9.1	Order and deliver supplementary materials to accompany core programs.	CIS	5/1/2014	8/1/2014					
3.9.2	Select and purchase common core literature libraries.	CIS	5/1/2014	8/1/2014					
3.9.3 M	Select and order supplementary materials for Math K-8	CIS	7/1/2014	7/1/2014					
3.9.4 M	Select and order supplementary materials for Math 9-12 and ELA K-12.	CIS	7/1/2014	7/1/2014					
3.9.5 D	Common Core Supplementary materials for ELA and Math purchased.	CIS	8/1/2014	8/1/2014					
3.10	Implement a model for independent, self-directed learning	DCI, PBS	11/15/2013	12/31/2016					
3.10.1	Develop SOPs for learners to navigate learning and accelerate through the curriculum	PBS	10/1/2014	11/15/2014					
3.10.2	Develop survey for learners to identify their learning modality for self awareness and advocacy	DRE	11/15/2013	1/15/2014					
3.10.3 M	SOPS for learners to navigate learning are designed.	PBS	12/1/2014	12/1/2014					
3.10.4	Model for independent learning is monitored with feedback to the site.	PBS, DRE	1/1/2015	4/30/2015					
3.10.5 D	Model is fully implemented at sites	PBS	6/30/2015	6/30/2015					

Grantee Name: LINDSAY UNIFIED SCHOOL DISTRICT

Project #4 Digital Learning Platforms

Project Goals/Desired Outcomes: Develop and Refine the Digital Learning Platforms as the basis of the Performance Based System

Narrative: This project encompasses activities related to building both a Learner DLP and Facilitator DLP

Key Performance Measures: Goal 1 (Objective 1.1 & 1.2); Goal 2 (Objective 2.1a.b, 2.2a.b, 2.3 a.b, 2.4 a.b); Goal 5 (Objective 5.2) ; Goal 6 (Objective 6.1 & 6.2)

Cross-reference to other projects: The DLP will enable the PBS to be easily adapted in other learning environments, and contains curriculum, will be a professional development reference, provide content for publications, etc.

Activities for Project 4

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off- track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference
4	<i>Digital Learning Platforms</i>								
4.1	Develop content for Facilitator Version (FV) DLP (includes strands for various professional roles)	DT21	2/1/2013	12/31/2016				Admin, Curriculum, Repl.	
4.1.1 M	Identify standards and create Measurement Topics (MTs) for continuum of change from a time-based to a performance-based system for Learning Facilitators	DT21	6/1/2013	6/1/2013					
4.1.2	Design rubrics for Learning Facilitators standards using LUSD 1-4 scale	DT21	6/1/2013	8/1/2013					
4.1.3 M	Identify standards and create Measurement Topics (MTs) for continuum of change from a time-based to a performance-based system for Principals	DT21	8/1/2013	8/1/2013					
4.1.4	Design rubrics for Principal standards using LUSD 1-4 scale	DT21	8/1/2013	10/1/2013					
4.1.5 M	Identify standards and create Measurement Topics (MTs) for continuum of change from a time-based to a performance-based system for Superintendent	DT21	8/1/2014	8/1/2014					
4.1.6	Design rubrics for Superintendent standards using LUSD 1-4 scale	DT21	8/1/2014	10/1/2014					
4.1.7 M	Identify standards and create Measurement Topics (MTs) for continuum of change from a time-based to a performance-based system for District Leadership	DT21	8/1/2015	8/1/2015					
4.1.8	Design rubrics for District Leadership standards using LUSD 1-4 scale	DT21	8/1/2015	10/1/2015					
4.1.9 M	Identify standards and create Measurement Topics (MTs) for continuum of change from a time-based to a performance-based system for School Board	DT21	8/1/2016	8/1/2016					
4.1.10	Design rubrics for School Board standards using LUSD 1-4 scale	DT21	8/1/2016	10/1/2016					
4.1.11	Develop partnership/ownership agreements for scalability of DLP outside LUSD	S	2/1/2013	5/1/2013					
4.2	Develop and align learning resources (e.g., videos, exemplars, system documentation, organizational plans, SOPs, articles) to the Learning Facilitator standards and input in Educate	DT21	6/1/2013	12/31/2016					
4.2.1	Identify priority standards, create story boards for each, determine learning resources needed to support any time/any where learning of standards.	DT21	6/1/2013	11/1/2013					
4.2.2	Conduct timeline check & adjust for Deliverable completion	DT21	11/1/2013	3/1/2014					
4.2.3 M	LF resource completion at 25%	DT21	6/1/2014	6/1/2014					
4.2.4	Identify priority standards, create story boards for each, determine learning resources needed to support any time/any where learning of standards.	DT21	6/1/2014	8/1/2014					
4.2.5	Conduct timeline check & adjust for Deliverable completion	DT21	8/1/2014	10/1/2014					
4.2.6 M	LF resource completion at 50%	DT21	12/31/2014	12/31/2014					
4.2.7	Identify priority standards, create story boards for each, determine learning resources needed to support any time/any where learning of standards.	DT21	12/31/2014	2/14/2015					
4.2.8	Conduct timeline check & adjust for Deliverable completion	DT21	2/14/2015	3/1/2015					
4.2.9 M	LF resource completion at 75%	DT21	6/1/2015	6/1/2015					
4.2.10	Identify priority standards, create story boards for each, determine learning resources needed to support any time/any where learning of standards.	DT21	6/1/2015	8/1/2015					
4.2.11	Conduct timeline check & adjust for Deliverable completion	DT21	8/1/2015	9/1/2015					
4.2.12 D	LF resource completion at 100%	DT21	12/31/2016	12/31/2016					
4.3	Develop and align learning resources (e.g., videos, exemplars, system documentation, organizational plans, SOPs, articles) to the Principal standards and input in Educate	DT21	10/1/2013	12/31/2016					
4.3.1	Identify priority standards, create story boards for each, determine learning resources needed to support any time/any where learning of standards.	DT21	10/1/2013	12/1/2013					
4.3.2	Conduct timeline check & adjust for Deliverable completion	DT21	12/1/2013	3/1/2014					
4.3.3 M	Principal resource completion at 25%	DT21	6/1/2014	6/1/2014					
4.3.4	Identify priority standards, create story boards for each, determine learning resources needed to support any time/any where learning of standards.	DT21	6/1/2014	8/1/2014					
4.3.5	Conduct timeline check & adjust for Deliverable completion	DT21	8/1/2014	9/1/2014					

4.3.6 M	Principal resource completion at 50%	DT21	12/31/2014	12/31/2014					
4.3.7	Identify priority standards, create story boards for each, determine learning resources needed to support any time/any where learning of standards.	DT21	12/31/2014	1/31/2015					
4.3.8	Conduct timeline check & adjust for Deliverable completion	DT21	1/31/2015	3/31/2015					
4.3.9 M	Principal resource completion at 75%	DT21	6/1/2015	6/1/2015					
4.3.10	Identify priority standards, create story boards for each, determine learning resources needed to support any time/any where learning of standards.	DT21	6/1/2015	8/1/2015					
4.3.11	Conduct timeline check & adjust for Deliverable completion	DT21	8/1/2015	9/1/2015					
4.3.12 D	Principal resource completion at 100%	DT21	12/31/2016	12/31/2016					
4.4	Develop and align learning resources (e.g., videos, exemplars, system documentation, organizational plans, SOPs, articles) to the Superintendent/District Staff standards and input in Educate	DT21	10/1/2014	12/31/2016					
4.4.1	Identify priority standards, create story boards for each, determine learning resources needed to support any time/any where learning of standards.	DT21	10/1/2014	12/1/2014					
4.4.2	Conduct timeline check & adjust for Deliverable completion	DT21	12/1/2014	3/1/2015					
4.4.3 M	DO resource completion at 25%	DT21	6/1/2015	6/1/2015					
4.4.4	Identify priority standards, create story boards for each, determine learning resources needed to support any time/any where learning of standards.	DT21	6/1/2015	8/1/2015					
4.4.5	Conduct timeline check & adjust for Deliverable completion	DT21	8/1/2015	9/1/2015					
4.4.6 M	DO resource completion at 50%	DT21	12/31/2015	12/31/2015					
4.4.7	Identify priority standards, create story boards for each, determine learning resources needed to support any time/any where learning of standards.	DT21	12/31/2015	2/31/2016					
4.4.8	Conduct timeline check & adjust for Deliverable completion	DT21	2/31/2016	3/31/2016					
4.4.9 M	DO resource completion at 75%	DT21	6/1/2016	6/1/2016					
4.4.10	Identify priority standards, create story boards for each, determine learning resources needed to support any time/any where learning of standards.	DT21	6/1/2016	8/1/2016					
4.4.11	Conduct timeline check & adjust for Deliverable completion	DT21	8/1/2016	9/1/2016					
4.4.12 D	DO resource completion at 100%	DT21	12/31/2016	12/31/2016					
4.5	Develop and align learning resources (e.g., videos, exemplars, system documentation, organizational plans, SOPs, articles) to the School Board standards and input in Educate	DT21	10/1/2015	12/31/2016					
4.4.1	Identify priority standards, create story boards for each, determine learning resources needed to support any time/any where learning of standards.	DT21	10/1/2015	12/1/2015					
4.5.2	Conduct timeline check & adjust for Deliverable completion	DT21	12/1/2015	3/1/2015					
4.5.3 M	SB resource completion at 25%	DT21	6/1/2015	6/1/2015					
4.5.4	Identify priority standards, create story boards for each, determine learning resources needed to support any time/any where learning of standards.	DT21	6/1/2015	8/1/2015					
4.5.5	Conduct timeline check & adjust for Deliverable completion	DT21	8/1/2015	9/1/2015					
4.5.6 M	SB resource completion at 50%	DT21	12/31/2015	12/31/2015					
4.5.7	Identify priority standards, create story boards for each, determine learning resources needed to support any time/any where learning of standards.	DT21	12/31/2015	1/31/2016					
4.5.8	Conduct timeline check & adjust for Deliverable completion	DT21	1/31/2016	3/31/2016					
4.5.9 M	SB resource completion at 75%	DT21	6/1/2016	6/1/2016					Repl, Publ
4.5.10	Identify priority standards, create story boards for each, determine learning resources needed to support any time/any where learning of standards.	DT21	6/1/2016	8/1/2016					
4.5.11	Conduct timeline check & adjust for Deliverable completion	DT21	8/1/2016	9/1/2016					
4.5.12 D	SB resource completion at 100%	DT21	12/31/2016	12/31/2016					
4.6	Develop and align learning resources (e.g., videos, exemplars, system documentation, organizational plans, SOPs, articles) to the Parent standards and input in Educate		10/1/2015	12/31/2016					
4.6.1	Identify priority standards, create story boards for each, determine learning resources needed to support any time/any where learning of standards.	DT21	10/1/2015	12/1/2015					
4.6.2	Conduct timeline check & adjust for Deliverable completion	DT21	12/1/2015	3/1/2015					
4.6.3 M	P resource draft completion at 25%	DT21	6/1/2015	6/1/2015					
4.6.4	Identify priority standards, create story boards for each, determine learning resources needed to support any time/any where learning of standards.	DT21	6/1/2015	8/1/2015					
4.6.5	Conduct timeline check & adjust for Deliverable completion	DT21	8/1/2015	9/1/2015					
4.6.6 M	P resource draft completion at 50%	DT21	12/31/2015	12/31/2015					
4.6.7	Identify priority standards, create story boards for each, determine learning resources needed to support any time/any where learning of standards.	DT21	12/31/2015	1/31/2015					
4.6.8	Conduct timeline check & adjust for Deliverable completion	DT21	1/31/2015	3/31/2015					
4.6.9 M	P resource draft completion at 75%	DT21	6/1/2016	6/1/2016					

4.6.10	Identify priority standards, create story boards for each, determine learning resources needed to support any time/any where learning of standards.	DT21	6/1/2016	8/1/2016					
4.6.11	Conduct timeline check & adjust for Deliverable completion	DT21	8/1/2016	9/1/2016					
4.6.12 D	P resource draft completion at 100%	DT21	12/31/2016	12/31/2016				Curriculum	
4.7	Develop implementation plan for Learning Facilitators' DLP	DT21	10/1/2014	12/31/2016					
4.7.1	Design pilot project for Learning Facilitator strand	DT21	10/1/2014	12/31/2014					
4.7.2	Develop pilot project protocols and processes for assessing stakeholders' proficiency on change continuum	DT21	10/1/2014	12/31/2014				Curriculum, Admin, PD	
4.7.3	Assess and level all pilot project LFs on change continuum	DT21	1/1/2015	2/1/2015					
4.7.4	Pilot	DT21	2/1/2015	6/1/2015					
4.7.5	Check and adjust plan for full implementation of LF strand	DT21	2/1/2015	6/1/2015					
4.7.6	Design implementation of Learning Facilitator DLP	DT21	6/1/2015	8/1/2015					
4.7.7 M	Pilot project for Learning Facilitator strand	DT21	12/31/2014	12/31/2014					
4.7.8 M	Systemic implementation of Learning Facilitator DLP for the purpose of replication	DT21	8/1/2015	8/1/2015					
4.7.9 D	Implementation Plan	DT21	12/31/2016	12/31/2016					
4.8	Develop Facilitator DLP for the purpose of replication	DT21	6/1/2015	12/31/2016					
4.8.1	Assess and level all Facilitator Subgroups on change continuum	DT21	9/1/2016	12/31/2016					
4.8.2	Create feedback loop for continuous improvement and fidelity to DLP	DT21	10/1/2016	12/31/2016					
4.8.3	Create plan for sharing resources and promoting replication outside LUSD	DT21	9/1/2016	10/31/2016					
4.8.4 M	Plans for sharing resources and promoting replication outside of LUSD completed	DT21	12/31/2016	12/31/2016					
4.8.5 D	Facilitator DLP ready for replication	DT21	12/31/2016	12/31/2016					
4.9	Complete content development of Learner Version (LV) DLP	DCI	3/1/2013	8/1/2014				Admin, Curriculum, Publ, Eval	
4.9.1	Mine Math resources in alignment with Common Core and LUSD curriculum for inclusion in LV DLP	DT21	3/1/2013	8/1/2013					
4.9.2	Mine ELA resources in alignment with Common Core and LUSD curriculum for inclusion in LV DLP	DT21	3/1/2014	8/1/2014					
4.9.3 M	Upload into Educate Math curriculum for LV DLP	DT21	7/1/2013	8/1/2013					
4.9.4 M	Upload into Educate ELA curriculum for LV DLP	DT21	8/1/2014	8/1/2014					
4.9.5 D	Content (skills, resources, rubrics, exemplars, etc.) of LV DLP	DT21	8/1/2014	8/1/2014					
4.1	Develop capacity of stakeholders to use full functionality of Educate	DT21	8/1/2013	12/31/2016					
4.10.1	Train LF and other necessary staff (LUSD educators) to build capacity in the use of Educate	DT21	6/1/2013	8/1/2013					
4.10.2	Train learners in the use of Educate	DT21	8/1/2013	12/1/2013					
4.10.3	Train parents in the use of Educate	DT21	9/1/2014	12/31/2014					
4.10.4	Train and develop supplemental program staff (e.g., Migrant, Healthy Start, STARS, Special Education) in use of Educate	DT21	9/1/2014	12/31/2014					
4.10.5 M	LUSD educators and LFs trained in use of Educate	DT21	12/31/2014	12/31/2014					
4.10.6 D	All stakeholders proficient in use of Educate	DT21	12/31/2016	12/31/2016					
4.11	Develop advanced modules of Educate	DT21	3/1/2013	12/31/2016				See Educate Project Plan	
4.11.1	Identify modules in Educate for further development necessary to meet LUSD vision	DT21	3/1/2013	6/1/2013				See Educate Project Plan	
4.11.2	Programming, development, and testing of 25% of new modules according to recommendations	DT21	5/1/2013	8/1/2013				See Educate Project Plan	
4.11.3	Programming, development, and testing of 50% of new modules according to recommendations	DT21	5/1/2014	8/1/2014				See Educate Project Plan	
4.11.4	Programming, development, and testing of 75% of new modules according to recommendations	DT21	5/1/2015	8/1/2015				See Educate Project Plan	
4.11.5	Programming, development, and testing of 100% of new modules according to recommendations	DT21	5/1/2016	8/1/2016				See Educate Project Plan	
4.11.6 M	User interface development completed	DT21	10/1/2013	10/1/2013				See Educate Project Plan	
4.11.7 D	Advanced modules operational in Educate	DT21	12/31/2016	12/31/2016				See Educate Project Plan	
4.12	Build out efficiency in current modules of Educate to meet users' needs	DT21	3/1/2013	12/31/2016					
4.12.1	Identify inefficiencies and challenges in current Educate modules and problem solve solutions and improvements	DT21	3/1/2013	6/1/2013					
4.12.2	Programming, development, and testing of revised modules modified according to recommendations	DT21	6/1/2013	8/1/2013					
4.12.3	Communication of enhancements to Educate for all stakeholders	DT21	8/1/2013	12/31/2013					
4.12.4	Communication of enhancements to Educate for all stakeholders	DT21	8/1/2014	12/31/2014					

4.12.5	Communication of enhancements to Educate for all stakeholders	DT21	8/1/2015	12/31/2015					
4.12.6 M	Modification of modules completed	DT21	12/31/2015	12/31/2015					
4.12.7 D	All identified inefficiencies are improved and tested	DT21	12/31/2016	12/31/2016					

Grantee Name: LINDSAY UNIFIED SCHOOL DISTRICT									
Project #5 Replication									
Project Goals/Desired Outcomes: To create a PBS that can be replicated through the Digital Learning Platforms									
Narrative: These activities will specify how LUSD will mobilize and prepare to share the LUSD PBS with other school districts and learning communities									
Key Performance Measures: Goal 5 (Objective 5.1 and 5.2), Goal 6 (Objective 6.1 and 6.2)									
Cross-reference to other projects: This project moves all components of the LUSD PBS into the broader educational community (regional, national, international)									
Activities for Project 5									
Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference
5	Replication								
5.1	Develop a product (the DLP) with a full scope and sequence to guide 2nd Order Change from a Time to Performance System	DLT, DT21, MAS, Partners	05/01/13	12/31/16			The monitoring of access will be done electronically through the Educate platform	Admin, DLP, PD	
5.1.1	Establish contract with external partner for documentation	S	05/01/13	06/30/13					
5.1.2	Documentation of entire process of change in LUSD	Partner, DLT	07/01/13	10/31/13					
5.1.3	Draft of documentation reviewed	DLT	11/01/13	01/31/14					
5.1.4 M	Finalize documentation of the LUSD change process	Partner, DLT	03/01/14	03/01/14					
5.1.5 M	Develop draft training module detailing all systems, content, assessments, resources, training, and processes needed to transform from a time-based system to a performance-based system	DLT, MAS, and Partners	05/01/14	10/31/14					
5.1.6	Upload initial content, assessments, resources, training, and processes to the DLP	DLT, MAS, and Partners	11/01/14	12/31/14					
5.1.7	Identify partners to market, provide technical support, training to achieve viral scalability	DLT and partners	01/15/15	03/15/15					
5.1.8 M	Contract with partners to market and achieve viral scalability of the LUSD PBS products	S	05/31/15	05/31/15					
5.1.9	Continue drafting training module detailing all systems, content, assessments, resources, training, and processes needed to transform from a time-based system to a performance-based system	DLT, MAS, and Partners	01/31/15	06/30/15					
5.1.10 M	Finalize training module detailing all systems, content, assessments, resources, training, and processes needed to transform from a time-based system to a performance-based system	DLT, MAS, and Partners	06/30/16	06/30/16					
5.1.11	Upload finalized content, assessments, resources, training, and processes to the DLP	DLT, MAS, and Partners	07/01/16	08/01/16					
5.1.12 D	Scope & sequence and all supporting content ready for replicating the LUSD PBS	DLT, MAS, and Partners	08/01/16	08/01/16					
5.2	Expand access to training for Personalized Mastery learning beyond the Lindsay community	DLT	03/01/16	08/15/16				Admin, Publ	
5.2.1	Organize regional learning symposium	DLT	03/01/16	08/15/16					
5.2.2	Advertise regional learning symposium	DLT	04/01/16	08/01/16					
5.2.3	Facilitate a regional learning symposium	DLT	04/01/16	08/01/16					
5.2.4 M	Symposium schedule and registrations completed	DLT	6/1/2016	6/1/2016					
5.2.5 D	Symposium conducted	DLT	8/15/2016	8/15/2016					

Grantee Name: LINDSAY UNIFIED SCHOOL DISTRICT									
Project #6 Publications									
Project Goals/Desired Outcomes: Produce brochures and other publications, paper and digital, detailing the PBS, the DLP, and other aspects of the program									
Narrative: LUSD will be able to release documentation regarding the PBS and the DLP, in Spanish and English, pertaining to the delivery and implementation of a PBS through the use of a DLP in any learning environment									
Key Performance Measures: Goal 1 (Objective 1.1 and 1.2); Goal 2 (Objective 2.1a, 2.1b, 2.2a, 2.2b, 2.3a, 2.3b, 2.4a, 2.4b); Goal 3 (Objective 3.1, 3.2, 3.3); Goal 4 (Objective 4.1, 4.2, 4.3, 4.4); Goal 5 (Objective 5.1									
Cross-reference to other projects: Publications will highlight and summarize all project activities, results, and information									
Activities for Project 6									
Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off- track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference
6	Publications								
6.1	Communication to all stakeholders	DLT	01/01/13	12/31/16				Admin, Eval	
6.1.1 M	Contract with a partner to lead all public communication activities	DLT	06/01/13	06/01/13					
6.1.2	Determine key stakeholders for LUSD	DLT	03/01/13	07/01/13					
6.1.3	Determine what information need to be communicated to each stakeholder group	DLT	06/01/13	08/31/13					
6.1.4 M	Establish a communications plan with timelines and activities for when stakeholder reports are developed and what is included is each stakeholder report	DLT, Partner	08/01/13	08/01/13					
6.1.5	Conduct surveys to measure <i>initial</i> stakeholder knowledge related to the LUSD RTTD work	DLT, DRE, Partner	08/15/13	08/15/13					
6.1.6	Conduct <i>interim</i> surveys to measure stakeholder knowledge related to the LUSD RTTD work	DLT, DRE, Partner	12/01/13	12/01/13					
6.1.7	Conduct <i>interim</i> surveys to measure stakeholder knowledge related to the LUSD RTTD work	DLT, DRE, Partner	03/01/14	03/01/14					
6.1.8 M	Collect <i>annual</i> data regarding stakeholder knowledge of the LUSD RTTD work via surveys	DLT, DRE, Partner	06/01/14	06/01/14					
6.1.9D	Evaluation of the implemetation of all components of communication plan	DLT, DRE, Partner	08/01/14	08/01/14					
6.1.10	Adjust communications plan and information contained in the stakeholder reports appropriately	DLT, Partner	09/01/14	11/30/14					
6.1.11	Conduct <i>interim</i> surveys to measure stakeholder knowledge related to the LUSD RTTD work	DLT, DRE, Partner	12/01/14	12/01/14					
6.1.12	Adjust communications plan and information contained in the stakeholder reports appropriately	DLT, Partner	12/15/15	02/28/15					
6.1.13	Conduct <i>interim</i> surveys to measure stakeholder knowledge related to the LUSD RTTD work	DLT, DRE, Partner	03/01/15	03/01/15					
6.1.14	Adjust communications plan and information contained in the stakeholder reports appropriately	DLT, Partner	03/01/15	05/28/15					
6.1.15M	Collect <i>annual</i> data regarding stakeholder knowledge of the LUSD RTTD work via surveys	DLT, DRE, Partner	06/01/15	06/01/15					

6.1.16	Adjust communications plan and information contained in the stakeholder reports appropriately	DLT, Partner	06/01/15	06/30/15					
6.1.17D	Evaluation of the implemetation of all components of communication plan	DLT, DRE, Partner	08/01/15	08/01/15					
6.1.18	Adjust communications plan and information contained in the stakeholder reports appropriately	DLT, Partner	09/01/15	06/30/16					
6.1.19	Conduct <i>interim</i> surveys to measure stakeholder knowledge related to the LUSD RTTD work	DLT, DRE, Partner	12/01/15	12/01/15					
6.1.20	Adjust communications plan and information contained in the stakeholder reports appropriately	DLT, Partner	12/15/15	03/01/16					
6.1.21	Conduct <i>interim</i> surveys to measure stakeholder knowledge related to the LUSD RTTD work	DLT, DRE, Partner	03/01/16	03/01/16					
6.1.22M	Collect <i>annual</i> data regarding stakeholder knowledge of the LUSD RTTD work via surveys	DLT, DRE, Partner	06/01/16	06/01/16					
6.1.23 D	Evaluation of the implemetation of all components of communication plan	DLT	08/01/16	08/01/16					
6.1.24	Adjust communications plan and information contained in the stakeholder reports appropriately	DLT, Partner	09/01/16	12/31/16					
6.2	Project E.M.P.O.W.E.R. Publications	DLT	01/01/13	12/31/16				Admin, Eval	
6.2.1 M	Contract with a partner to lead all publications and promotion activities	DLT	06/01/13	06/01/13					
6.2.2	Determine key information that needs to be contained in informational/promotion publications	DLT	06/01/13	08/01/13					
6.2.3 M	Establish publications plan with timelines for when various publications are developed and disseminated	DLT	08/01/13	08/01/13					
6.2.4 D	Production of necessary publications	DLT	09/15/13	09/15/13					
6.2.5	Evaluate effectiveness of publications	DRE	08/01/14	08/01/14					
6.2.6	Update publications as new essential information becomes available	DLT	01/01/14	03/31/14					
6.2.6	Update publications as new essential information becomes available	DLT	04/01/14	07/31/14					
6.2.7 D	Production of necessary publications	DLT	09/15/14	09/15/14					
6.2.8	Evaluate effectiveness of publications	DRE	08/01/15	08/01/15					
6.2.10	Update publications as new essential information becomes available	DLT	01/01/16	03/31/16					
6.2.11	Update publications as new essential information becomes available	DLT	04/01/16	07/31/16					
6.2.12	Evaluate effectiveness of publications	DRE	08/01/16	08/01/16					
6.2.13 D	Production of necessary publications	DLT	09/01/16	09/01/16					
6.3	Parent Communication Campaign	DLT	06/01/13	12/31/16				DLP, PD	
6.3.1	Embed the LUSD PBS and personalized mastery system model in all community & school activities	DLT, Principals	06/01/13	10/31/13					
6.3.2 M	Develop a parent Educate manual	DT21	10/01/13	10/01/13					
6.3.3	Communicate & disseminate information on core components of PBS to parent community	DLT	06/01/13	09/01/13					
6.3.4 M	Develop Parent PBS manual	DLT	10/01/13	10/01/13					
6.3.5 D	Parent Communication Plan & supporting publications	DLT	10/01/13	10/01/13					
6.3.6	Embed the LUSD PBS and personalized mastery system model in all community & school activities	DLT, Principals	03/01/14	6/31/2014					
6.3.7	Evaluate parent knowledge of PBS	DRE	04/01/14	07/31/14					
6.3.8	Embed the LUSD PBS and personalized mastery system model in all community & school activities	DLT, Principals	08/01/14	11/31/2014					

6.3.9	Communicate & disseminate information on core components of PBS to parent community	DLT	08/01/14	09/01/14					
6.3.10	Embed the LUSD PBS and personalized mastery system model in all community & school activities	DLT, Principals	06/01/13	07/31/14					
6.3.11 M	Evaluate parent knowledge of PBS	DRE	04/01/15	07/31/15					
6.3.12	Embed the LUSD PBS and personalized mastery system model in all community & school activities	DLT, Principals	03/01/15	6/31/2015					
6.3.13	Communicate & disseminate information on core components of PBS to parent community	DLT	08/01/15	09/01/15					
6.3.14	Embed the LUSD PBS and personalized mastery system model in all community & school activities	DLT, Principals	08/01/15	11/31/2015					
6.3.15	Embed the LUSD PBS and personalized mastery system model in all community & school activities	DLT, Principals	03/01/16	6/31/2016					
6.3.16 M	Evaluate parent knowledge of PBS	DRE	04/01/16	07/31/16					
6.4	Website development	DLT	05/01/13	12/31/16				Admin	
6.4.1	Contract with a partner to lead the development of a RTTD communications portal (website)	DLT	05/01/13	06/30/13					
6.4.2	Determine key information that needs to be contained on the website	DLT	06/30/13	09/01/13					
6.4.3 M	Website development plan with timelines	DLT	09/30/13	09/30/13					
6.4.4	Update website as new essential information becomes available	DLT	08/01/13	08/01/13					
6.4.5	Update website as new essential information becomes available	DLT	11/01/13	11/01/13					
6.4.6	Update website as new essential information becomes available	DLT	03/01/14	03/01/14					
6.4.7	Update website as new essential information becomes available	DLT	08/01/14	08/11/14					
6.4.8	Update website as new essential information becomes available	DLT	11/01/14	11/01/14					
6.4.9	Update website as new essential information becomes available	DLT	03/01/15	03/01/15					
6.4.10	Update website as new essential information becomes available	DLT	08/01/15	08/01/15					
6.4.11	Update website as new essential information becomes available	DLT	11/01/15	11/01/15					
6.4.12	Update website as new essential information becomes available	DLT	03/01/16	03/01/16					
6.4.13	Update website as new essential information becomes available	DLT	08/01/16	08/01/16					
6.4.14 D	Fully functioning website containing all RTTD information and updates	DLT	12/01/13	12/31/13					

Grantee Name: LINDSAY UNIFIED SCHOOL DISTRICT

Project #7 Evaluation

Project Goals/Desired Outcomes: Local and federal evaluation

Narrative: *Project evaluation activities to provide data for continuous improvement and local and national reports*

Key Performance Measures: *Goal 1 (Objective 1.2); Goal 2 (Objective 2.1a.b, 2.2a.b, 2.3 a.b, 2.4 a.b); Goal 3 (Objective 3.1, 3.2, 3.3); Goal 4 (Objective 4.1, 4.2, 4.3, 4.4)*

Cross-reference to other projects: *The evaluation will assess the effectiveness of all aspects of the program*

Activities for Project 7

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off- track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference
7	<i>Evaluation</i>								
7.1	Convene and schedule Evaluation Leadership Team (ELT)	DLT	03/01/13	06/30/13				Admin, PD	
7.1.1	Select Evaluation Leadership Team (ELT)	DLT	03/01/13	03/31/13					
7.1.2	Develop and post RFP for evaluation	DLT	03/04/13	03/22/13					
7.1.3 M	Interview and select project evaluator(s)	DLT	03/04/13	05/15/13					
7.1.4 M	Develop annual schedule for evaluator meetings	DLT	05/15/13	06/30/13					
7.1.5 D	Evaluator selected and schedule confirmed	DLT	05/15/13	06/30/13					
7.2	Prepare scope of work and individual school implementation plans	DLT	02/01/13	05/31/13				Admin, PD	
7.2.1	Complete master list of project tasks/activities	DLT	02/01/13	05/15/13					
7.2.2	Set timelines for project tasks/activities	DLT	02/01/13	05/15/13					
7.2.3	Prioritize project task list based on urgency/importance	DLT	02/01/13	05/15/13					
7.2.4 M	Determine and designate project task responsibilities	DLT	02/01/13	05/15/13					
7.2.5 D	Scope of work and school implementation plan completed and sent to USDE	DLT	02/01/13	05/31/13				Admin, PD	
7.3	Develop detailed evaluation management plan as a subset of A2 Scope and Sequence	DLT, DRE	02/15/13	07/31/13				Admin, PD	
7.3.1	Complete master list of evaluation tasks/activities	DRE	02/15/13	05/15/13					
7.3.2	Set timelines for evaluation tasks/activities	DRE	02/15/13	05/15/13					
7.3.3	Prioritize evaluation task list based on urgency/importance	DRE	02/15/13	05/15/13					

7.3.4 M	Determine and designate evaluation task responsibilities	DRE	05/15/13	05/15/13					
7.3.5 M	Revise evaluation management plan per project evaluator	DRE, E	05/15/13	11/31/13					
7.3.6 D	Evaluation plan completed	DRE, E	05/15/13	11/31/13					
7.4	Prepare and conduct Data Summits to communicate evaluation results for the purpose of continuous improvement	DRE, E	06/01/13	06/30/15				PD, DLP	
7.4.1 M	Year 2 quarterly data summits to communicate evaluation results scheduled (may include teachers, students, and leadership groups)	DRE, E	06/01/13	06/30/13					
7.4.2	Schedule data collection and analysis for year 1 and 2 (2/2013-7/2014)	DRE, E	06/01/13	06/30/13					
7.4.3 M	Year 3 quarterly data summits to communicate evaluation results scheduled (may include teachers, students, and leadership groups)	DRE, E	06/01/13	06/30/14					
7.4.4	Schedule data collection and analysis for year 3 (8/2014-7/2015)	DRE, E	06/01/14	06/30/14					
7.4.5 M	Year 4 quarterly data summits to communicate evaluation results scheduled (may include teachers, students, and leadership groups)	DRE, E	06/01/14	06/30/15					
7.4.6	Schedule data collection and analysis for year 4 (8/2015-7/2016)	DRE, E	06/01/15	06/30/15					
7.4.7 D	Annual data collection/analysis and reporting summits scheduled (end of June annually)	DRE, E	06/01/15	06/30/13					
7.5	Develop and conduct annual stakeholder surveys	DRE,E	09/01/13	12/31/16					
7.5.1 M	Develop survey instruments and timelines for Year 2	DRE,E		11/31/13					
7.5.2	Administer stakeholder surveys according to timeline for Year 2	DRE,E	09/01/13	06/01/14					
7.5.3	Tabulate and summarize Year 2 survey data as available	DRE,E	09/01/13	06/01/14					
7.5.4	Include Year 2 survey data in reports to ELT and stakeholders	E	09/01/13	06/01/14					
7.5.5 M	Develop survey instruments and timelines for Year 3	DRE,E		09/01/14					
7.5.6	Administer stakeholder surveys according to timeline for Year 3	DRE,E	09/01/14	06/01/15					
7.5.7	Tabulate and summarize Year 3 survey data as available	DRE,E	09/01/14	06/01/15					
7.5.8	Include Year 3 survey data in reports to ELT and stakeholders	E	09/01/14	06/01/15					
7.5.9 M	Develop survey instruments and timelines for Year 4	DRE,E		09/01/15					

7.5.10	Administer stakeholder surveys according to timeline for Year 4	DRE,E	09/01/15	06/01/16					
7.5.11	Tabulate and summarize Year 4 survey data as available	DRE,E	09/01/15	06/01/16					
7.5.12	Include Year 4 survey data in reports to ELT and stakeholders	E	09/01/15	06/01/16					
7.5.13 D	Surveys conducted per evaluation plan, analyzed and results reported	DRE,E	09/01/15	12/31/16					
7.6	Develop and conduct annual interviews/observations to measure performance objectives and quality of programs and services (e.g., personnel to to accelerate PBS development, professional development, DLPs)	E	08/01/13	12/31/16			<i>timeline for observations and interviews will be further delineated in the Evaluation Management Plan created in collaboration with</i>		
7.6.1 M	Develop interview/observation protocols and timelines for Year 2	DRE,E	08/01/13	11/31/13					
7.6.2	Conduct interviews/observations according to timeline for Year 2	DRE,E	09/01/13	06/01/14					
7.6.3	Tabulate and summarize Year 2 interview/observation data as available	DRE,E	09/01/13	06/01/14					
7.6.4	Include Year 2 interview/observation data in reports to ELT and stakeholders	E	09/01/13	06/01/14					
7.6.5 M	Develop interview/observation protocols and timelines for Year 3	DRE,E	08/01/14	09/01/14					
7.6.6	Conduct interviews/observations according to timeline for Year 3	DRE,E	09/01/14	06/01/15					
7.6.7	Tabulate and summarize Year 3 interview/observation data as available	DRE,E	09/01/14	06/01/15					
7.6.8	Include Year 3 interview/observation data in reports to ELT and stakeholders	E	09/01/14	06/01/15					
7.6.9 M	Develop interview/observation protocols and timelines for Year 4	DRE,E	08/01/15	09/01/15					
7.6.10	Conduct interviews/observations according to timeline for Year 4	DRE,E	09/01/15	06/01/16					
7.6.11	Tabulate and summarize Year 4 interview/observation data as available	DRE,E	09/01/15	06/01/16					
7.6.12	Include Year 4 interview/observation data in reports to ELT and stakeholders	E	09/01/15	06/01/16					
7.6.13 D	Interview/observations conducted per evaluation plan, analyzed and results reported	DRE,E	12/31/16	12/31/16					
7.7	Track use of technology for instruction	ELT	05/01/14	06/30/16				Admin, DLP	
7.7.1 M	Development of log and data collection instrument for Year 3	DRE, ELT	05/01/14	08/01/14					

7.7.2	Collect, tabulate, and summarize Year 3 data regarding use of technology for instruction	DRE, E	08/01/14	06/01/15					
7.7.3 D	Summary data regarding Year 3 use of technology for instruction for inclusion in reporting	DRE, E	08/01/14	06/30/15					
7.7.4 M	Development of log and data collection instrument for Year 4	DRE, ELT	05/01/15	08/01/15					
7.7.5	Collect, tabulate, and summarize Year 4 data regarding use of technology for instruction	DRE, E	08/01/15	06/01/16					
7.7.6 D	Summary data regarding Year 4 use of technology for instruction for inclusion in reporting	DRE, E	08/01/15	06/30/16					
7.8	Document review and existing data collection	DRE	06/01/13	12/31/16				All	
7.8.1 M	Develop document review and existing data collection protocols and timelines for Year 2	DRE,E	06/01/13	11/31/13					
7.8.2	Review documents and collect existing data according to timeline for Year 2	DRE,E	09/01/13	06/01/14					
7.8.3	Tabulate and summarize Year 2 document review and existing data as available	DRE,E	09/01/13	06/01/14					
7.8.4	Include Year 2 document review and existing data summary results in reports to ELT and stakeholders	E	09/01/13	06/01/14					
7.8.5 M	Develop document review and existing data collection protocols and timelines for Year 3	DRE,E	06/01/14	09/01/14					
7.8.6	Review documents and collect existing data according to timeline for Year 3	DRE,E	09/01/14	06/01/15					
7.8.7	Tabulate and summarize Year 3 document review and existing data as available	DRE,E	09/01/14	06/01/15					
7.8.8	Include Year 3 document review and existing data summary results in reports to ELT and stakeholders	E	09/01/14	06/01/15					
7.8.9 M	Develop document review and existing data collection protocols and timelines for Year 4	DRE,E	06/01/15	09/01/15					
7.8.10	Review documents and collect existing data according to timeline for Year 4	DRE,E	09/01/15	06/01/16					
7.8.11	Tabulate and summarize Year 4 document review and existing data as available	DRE,E	09/01/15	06/01/16					
7.8.12	Include Year 4 document review and existing data summary results in reports to ELT and stakeholders	E	09/01/15	06/01/16					
7.8.13 D	Document review and existing data collection conducted per evaluation plan, analyzed and results reported	DRE,E	12/31/16	12/31/16					
7.9	Provide implementation progress reports to stakeholders	E	06/30/13	12/31/16				PD,Publ	
7.9.1	Develop annual report cycle (e.g., in-person, webinar)	ELT	06/30/13	08/30/13					
7.9.2	Develop annual presentation cycle for Board	DRE	06/30/13	08/30/13					
7.9.3	Develop quarterly website update protocol	ELT	06/30/13	08/30/13					

7.9.4 M	Presentation(s) to board for Year 2	DRE	03/30/14	06/30/14					
7.9.5 M	Presentation(s) to board for Year 3	DRE	03/30/15	06/30/15					
7.9.6 M	Presentation(s) to board for Year 4	DRE	03/30/16	06/30/16					
7.9.7	Quarterly website updates	ELT	09/01/13	12/31/16					
7.9.8 D	Progress report(s) for Year 2	DRE, E	03/30/14	06/30/14					
7.9.9 D	Progress report(s) for Year 3	DRE, E	03/30/15	06/30/15					
7.9.10 D	Progress report(s) for Year 4	DRE, E	03/30/16	06/30/16					
7.10	Prepare annual performance report to USDE	ELT, E	06/01/13	12/31/16					
7.10.1 M	Activities, tasks, and responsibilities for annual performance report identified and planned	ELT, E	06/01/13	09/01/13					
7.10.2 D	Report completed and submitted per guidelines established by the US Department of Education (annually)	ELT, E	9/31/2016	12/31/16					
7.11	Monitor academic progress through use of formative and summative local and state assessments	ELT, E	06/01/13	12/31/16					
7.11.1	Analyze placement and Content Level (CT)/Learning Target (LT) data for Year 2 for formative purposes such as grouping, professional development support planning, and instructional design.	ELT, E	06/01/13	09/01/13					
7.11.2	Analyze LT progress data for Year 2 to monitor pacing and progression through courses and content.	ELT, E	08/15/13	06/15/14					
7.11.3	Analyze local assessment data for Year 2 to measure growth over time and instructional impact.	ELT, E	08/15/13	06/15/14					
7.11.4	Analyze state assessment results for Year 2 for progress monitoring and evaluation purposes.	ELT, E	08/15/13	06/15/14					
7.11.5 M	Formative and summative assessment results for Year 2 are included in reports and Data Summit presentations	ELT, E	10/15/13	06/01/14					
7.11.6 D	Formative and summative assessment results for Year 2 are included in board reports and presentations	ELT, E	03/31/14	06/61/14					
7.11.7	Analyze placement and Content Level (CT)/Learning Target (LT) data for Year 3 for formative purposes such as grouping, professional development support planning, and instructional design.	ELT, E	06/01/14	09/01/14					
7.11.8	Analyze LT progress data for Year 3 to monitor pacing and progression through courses and content.	ELT, E	08/15/14	06/15/15					
7.11.9	Analyze local assessment data for Year 3 to measure growth over time and instructional impact.	ELT, E	08/15/14	06/15/15					
7.11.10	Analyze state assessment results for Year 3 for progress monitoring and evaluation purposes.	ELT, E	08/15/14	06/15/15					

7.11.11 M	Formative and summative assessment results for Year 3 are included in reports and Data Summit presentations	ELT, E	10/15/14	06/01/15					
7.11.12 D	Formative and summative assessment results for Year 3 are included in board reports and presentations	ELT, E	03/31/15	06/61/15					
7.11.13	Analyze placement and Content Level (CL)/Learning Target (LT) data for Year 4 for formative purposes such as grouping, professional development support planning, and instructional design.	ELT, E	06/01/15	09/01/15					
7.11.14	Analyze LT progress data for Year 4 to monitor pacing and progression through courses and content.	ELT, E	08/15/15	06/15/16					
7.11.15	Analyze local assessment data for Year 4 to measure growth over time and instructional impact.	ELT, E	08/15/15	06/15/16					
7.11.16	Analyze state assessment results for Year 4 for progress monitoring and evaluation purposes.	ELT, E	08/15/15	06/15/16					
7.11.17 M	Formative and summative assessment results for Year 4 are included in reports and Data Summit presentations	ELT, E	10/15/15	06/01/16					
7.11.18 D	Formative and summative assessment results for Year 4 are included in board reports and presentations	ELT, E	03/31/16	06/61/16					
7.12	Evaluation of Competitive Preference Program -REAP		8/15/2013	12/15/2016					
7.12.1	Develop detailed evaluation management plan	DRE, E	8/15/2013	9/15/2013					
7.12.2	Monitor participant progress	DRE, E	10/1/2013	12/31/2013					
7.12.3 M	Prepare brief written report for Project Empower! Evaluation Leadership Team (ELT), REAP Board of Directors	E	1/15/2014	1/15/2014					
7.12.4	Monitor participant progress	E	1/1/2014	3/15/2014					
7.12.5 M	Prepare brief written report for Project Empower! Evaluation Leadership Team (ELT), REAP Board of Directors	E	4/1/2014	4/1/2014					
7.12.6	Monitor participant progress	E	4/1/2014	6/15/2014					
7.12.7D	Prepare brief written report for Project Empower! Evaluation Leadership Team (ELT), REAP Board of Directors	E	6/30/2014	6/30/2014					
7.12.8	Monitor participant progress	E	8/1/2014	11/1/2014					
7.12.9D	Prepare brief written report for Project Empower! Evaluation Leadership Team (ELT), REAP Board of Directors	E	11/15/2014	11/15/2014					
7.12.10	Monitor participant progress	E	11/15/2014	3/15/2015					
7.12.13M	Prepare brief written report for Project Empower! Evaluation Leadership Team (ELT), REAP Board of Directors	E	4/1/2015	4/1/2015					

7.12.15	Monitor participant progress	E	4/1/2015	6/15/2015					
	Prepare brief written report for Project Empower!								
7.12.16D	Evaluation Leadership Team (ELT), REAP Board of Directors	E	6/30/2015	6/30/2015					
7.12.17	Monitor participant progress	E	8/1/2015	11/1/2015					
	Prepare brief written report for Project Empower!								
7.12.18M	Evaluation Leadership Team (ELT), REAP Board of Directors	E	11/15/2015	11/15/2015					
7.12.19	Monitor participant progress	E	11/15/2015	3/15/2016					
	Prepare brief written report for Project Empower!								
7.12.20M	Evaluation Leadership Team (ELT), REAP Board of Directors	E	4/1/2016	4/1/2016					
7.12.21	Monitor participant progress	E	4/1/2016	6/15/2016					
	Prepare brief written report for Project Empower!								
7.12.22D	Evaluation Leadership Team (ELT), REAP Board of Directors	E	6/30/2016	6/30/2016					
7.12.23	Monitor participant progress	E	8/1/2016	12/1/2016					
	Prepare brief written report for Project Empower!								
7.12.24D	Evaluation Leadership Team (ELT), REAP Board of Directors	E	12/15/2016	12/15/2016					

Grantee Name: LINDSAY UNIFIED SCHOOL DISTRICT

Performance Measure (All Applicants – a) (Objective 1.1) --The number and percentage of participating students, by subgroup whose teacher of record and principal are a highly effective teacher and a highly effective principal. Target: Based on equal progress each year towards goal of 80% highly effective teachers in 2016-17.

Applicable Population: All students in the district with CST results.

		Baseline [SY 2011-12]			Target														
					SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	Highly Effective Teacher or Principal	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teacher/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teacher/Principal (D/E)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teacher/Principal (G/H)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teacher/Principal (J/K)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teacher/Principal (M/N)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teacher/Principal (P/Q)*100
All participating students	Teacher	613	3481	17.6%	1047	3481	30.1%	1482	3481	42.6%	1916	3481	55.0%	2350	3481	67.5%	2785	3481	80.0%
	Principal	435	3481	12.5%	905	3481	26.0%	1375	3481	39.5%	1845	3481	53.0%	2315	3481	66.5%	2785	3481	80.0%
Black or African American	Teacher	N/A	11	N/A															
	Principal	N/A	11	N/A															
American Indian or Alaskan Native	Teacher	N/A	12	N/A															
	Principal	0	12	0.0%	2	12	16.0%	4	12	32.0%	6	12	48.0%	8	12	64.0%	10	12	80.0%
Asian (or Other Asian)	Teacher	0	93	0.0%	15	93	16.0%	30	93	32.0%	45	93	48.0%	60	93	64.0%	74	93	80.0%
	Principal	19	93	20.0%	30	93	32.0%	41	93	44.0%	52	93	56.0%	63	93	68.0%	74	93	80.0%
Filipino	Teacher	N/A	0	N/A															
	Principal	N/A	0	N/A															
Hispanic or Latino	Teacher	638	3190	20.0%	1021	3190	32.0%	1404	3190	44.0%	1786	3190	56.0%	2169	3190	68.0%	2552	3190	80.0%
	Principal	354	3190	11.1%	794	3190	24.9%	1233	3190	38.7%	1673	3190	52.4%	2112	3190	66.2%	2552	3190	80.0%
Native Hawaiian or Pacific Islander	Teacher	N/A	0	N/A															
	Principal	N/A	0	N/A															
White	Teacher	122	978	12.5%	254	978	26.0%	386	978	39.5%	518	978	53.0%	650	978	66.5%	782	978	80.0%
	Principal	0	978	0.0%	156	978	16.0%	313	978	32.0%	469	978	48.0%	626	978	64.0%	782	978	80.0%
Two or More Races	Teacher	N/A	0	N/A															
	Principal	N/A	0	N/A															
Socioeconomically Disadvantaged	Teacher	613	3481	17.6%	1047	3481	30.1%	1482	3481	42.6%	1916	3481	55.0%	2350	3481	67.5%	2785	3481	80.0%
	Principal	435	3481	12.5%	905	3481	26.0%	1375	3481	39.5%	1845	3481	53.0%	2315	3481	66.5%	2785	3481	80.0%
English Learner	Teacher	138	1590	8.7%	365	1590	23.0%	592	1590	37.2%	819	1590	51.5%	1045	1590	65.7%	1272	1590	80.0%
	Principal	0	1590	0.0%	254	1590	16.0%	509	1590	32.0%	763	1590	48.0%	1018	1590	64.0%	1272	1590	80.0%
Student with Disabilities	Teacher	100	373	26.7%	139	373	37.4%	179	373	48.0%	219	373	58.7%	259	373	69.3%	298	373	80.0%
	Principal	93	373	25.0%	134	373	36.0%	175	373	47.0%	216	373	58.0%	257	373	69.0%	298	373	80.0%

Performance Measure (All Applicants – b) (Objective 1.2) --The number and percentage of participating students, by subgroup whose teacher of record and principal are an effective teacher and an effective principal. Target: Based on equal progress each year towards goal of 100% effective teachers in 2016-17.

Applicable Population: All students in the district with CST results.

		Baseline [SY 2011-12]			Target														
					SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	Effective Teacher or Principal	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teacher/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teacher/Principal (D/E)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teacher/Principal (G/H)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teacher/Principal (J/K)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teacher/Principal (M/N)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teacher/Principal (P/Q)*100
All participating	Teacher	933	3481	26.8%	1443	3481	41.4%	1952	3481	56.1%	2462	3481	70.7%	2971	3481	85.4%	3481	3481	100.0%

students	Principal	435	3481	12.5%	1044	3481	30.0%	1653	3481	47.5%	2263	3481	65.0%	2872	3481	82.5%	3481	3481	100.0%
<i>Black or African American</i>	Teacher	N/A	11	N/A	N/A	11	N/A	N/A	11	N/A	N/A	11	N/A	N/A	11	N/A	N/A	11	N/A
	Principal	N/A	11	N/A	N/A	11	N/A	N/A	11	N/A	N/A	11	N/A	N/A	11	N/A	N/A	11	N/A
<i>American Indian or Alaskan Native</i>	Teacher	N/A	12	N/A	N/A	12	N/A	N/A	12	N/A	N/A	12	N/A	N/A	12	N/A	N/A	12	N/A
	Principal	0	12	0.0%	2	12	20.0%	5	12	40.0%	7	12	60.0%	10	12	80.0%	12	12	100.0%
<i>Asian (or Other Asian)</i>	Teacher	0	93	0.0%	19	93	20.0%	37	93	40.0%	56	93	60.0%	74	93	80.0%	93	93	100.0%
	Principal	19	93	20.0%	33	93	36.0%	48	93	52.0%	63	93	68.0%	78	93	84.0%	93	93	100.0%
<i>Filipino</i>	Teacher	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A
	Principal	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A
<i>Hispanic or Latino</i>	Teacher	864	3190	27.1%	1330	3190	41.7%	1795	3190	56.3%	2260	3190	70.8%	2725	3190	85.4%	3190	3190	100.0%
	Principal	354	3190	11.1%	921	3190	28.9%	1488	3190	46.7%	2056	3190	64.4%	2623	3190	82.2%	3190	3190	100.0%
<i>Native Hawaiian or Pacific Islander</i>	Teacher	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A
	Principal	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A
<i>White</i>	Teacher	300	978	30.7%	436	978	44.6%	571	978	58.4%	707	978	72.3%	842	978	86.1%	978	978	100.0%
	Principal	122	978	12.5%	293	978	30.0%	465	978	47.5%	636	978	65.0%	807	978	82.5%	978	978	100.0%
<i>Two or More Races</i>	Teacher	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A
	Principal	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A
<i>Socioeconomically Disadvantaged</i>	Teacher	933	3481	26.8%	1443	3481	41.4%	1952	3481	56.1%	2462	3481	70.7%	2971	3481	85.4%	3481	3481	100.0%
	Principal	435	3481	12.5%	1044	3481	30.0%	1653	3481	47.5%	2263	3481	65.0%	2872	3481	82.5%	3481	3481	100.0%
<i>English Learner</i>	Teacher	313	1590	19.7%	569	1590	35.8%	824	1590	51.8%	1079	1590	67.9%	1335	1590	83.9%	1590	1590	100.0%
	Principal	398	1590	25.0%	636	1590	40.0%	875	1590	55.0%	1113	1590	70.0%	1352	1590	85.0%	1590	1590	100.0%
<i>Student with Disabilities</i>	Teacher	124	373	33.3%	174	373	46.6%	224	373	60.0%	273	373	73.3%	323	373	86.7%	373	373	100.0%
	Principal	93	373	25.0%	149	373	40.0%	205	373	55.0%	261	373	70.0%	317	373	85.0%	373	373	100.0%

Grantee Name: LINDSAY UNIFIED SCHOOL DISTRICT								
Perf. Meas. (Grades K-3 – a) Objectives 2.1 & 2.2	Applicable Population	Subgroup	Baseline [Provide Year]	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Objective 2.1a-Proficiency in English Language Arts, as measured by the Developmental Reading Assessment (DRA), in alignment with the LUSD MT	Grade K	All students	57%	65%	74%	82%	91%	100%
		Hispanic	56%	65%	74%	82%	91%	100%
		English Learner	53%	62%	72%	81%	91%	100%
	Grade 1	All students	57%	65%	74%	82%	91%	100%
		Hispanic	57%	65%	74%	82%	91%	100%
		English Learner	55%	64%	73%	82%	91%	100%
Objective 2.1b-Proficiency in Math, as measured by LUSD MT in Addition/Subtraction	Grade K	All students	77%	82%	86%	91%	95%	100%
		Hispanic	77%	82%	86%	91%	95%	100%
		English Learner	77%	82%	86%	91%	95%	100%
	Grade 1	All students	79%	83%	88%	92%	96%	100%
		Hispanic	79%	83%	88%	92%	96%	100%
		English Learner	79%	83%	88%	92%	96%	100%
Objective 2.2a-Proficiency in ELA as measured by the California Standards Test: scoring Proficient or Advanced	Grade K	All students	34%	40%	46%	52%	58%	64%
		Hispanic	33%	39%	45%	51%	57%	63%
		English Learner	26%	32%	38%	44%	50%	56%
	Grade 1	All students	13%	19%	25%	31%	37%	43%
		Hispanic	13%	19%	25%	31%	37%	43%
		English Learner	1%	7%	13%	19%	25%	31%
Objective 2.2b-Proficiency in Math as measured by the California Standards Test: scoring Proficient or Advanced	Grade K	All students	44%	50%	56%	62%	68%	74%
		Hispanic	45%	51%	57%	63%	69%	75%
		English Learner	41%	47%	53%	59%	65%	71%
	Grade 1	All students	36%	42%	48%	54%	60%	66%
		Hispanic	35%	41%	47%	53%	59%	65%
		English Learner	21%	27%	33%	39%	45%	51%

Perf. Meas. (Grades K-3 – b) Objective 3.1	Applicable Population	Subgroup	Baseline	Target				Post Grant
			SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Objective 3.1-Students with appropriate socio-emotional development demonstrated by a <i>Life Long Learning Standards</i> average	Grades K-3	All students	48%	58%	69%	79%	90%	100%
		Hispanic	49%	59%	69%	79%	90%	100%
		English Learner	49%	59%	69%	79%	90%	100%

Grantee Name: LINDSAY UNIFIED SCHOOL DISTRICT

Performance Measure (Grades 4-8 – a) (Objective 4.1) 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.

Applicable Population: All 4th -8th graders

Definition: Students active at a Content Level equal to or above their grade level are considered "on track to college- and career-readiness."	Baseline			Target									Post-Grant						
	SY 2011-12			SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17			
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	
	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness	
Subgroup																			
ELA	All students	1140	1582	71.50%	1221	1582	77.20%	1311	1582	82.90%	1402	1582	88.60%	1492	1582	94.30%	1582	1582	100%
	Hispanic	1037	1446	71.10%	1112	1446	76.90%	1195	1446	82.70%	1279	1446	88.40%	1362	1446	94.20%	1446	1446	100%
	EL	338	661	50.40%	399	661	60.30%	464	661	70.20%	530	661	80.20%	595	661	90.10%	661	661	100%
Math	All students	1045	1555	67.60%	1152	1555	74.10%	1253	1555	80.60%	1353	1555	87.00%	1454	1555	93.50%	1555	1555	100%
	Hispanic	951	1420	67.40%	1050	1420	73.90%	1142	1420	80.40%	1235	1420	87.00%	1327	1420	93.50%	1420	1420	100%
	EL	339	660	52.20%	408	660	61.80%	471	660	71.30%	534	660	80.90%	597	660	90.40%	660	660	100%

Perf. Meas. (Grades 4-8 –b) Objective 2.3	Applicable Population	Subgroup	Baseline	Target					Post Grant
			SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	
Objective 2.3a-Proficiency in ELA as measured by the California Standards Test: scoring <i>Proficient</i> or <i>Advanced</i>	Grade 4	All students	41%	47%	53%	59%	65%	71%	
		Hispanic	39%	45%	51%	57%	63%	69%	
		English Learner	13%	19%	25%	31%	37%	43%	
	Grade 5	All students	35%	41%	47%	53%	59%	65%	
		Hispanic	34%	40%	46%	52%	58%	64%	
		English Learner	5%	11%	17%	23%	29%	35%	
	Grade 6	All students	29%	35%	41%	47%	53%	59%	
		Hispanic	27%	33%	39%	45%	51%	57%	
		English Learner	4%	10%	16%	22%	28%	34%	
	Grade 7	All students	32%	38%	44%	50%	56%	62%	
		Hispanic	33%	39%	45%	51%	57%	63%	
		English Learner	4%	10%	16%	22%	28%	34%	
	Grade 8	All students	41%	47%	53%	59%	65%	71%	
		Hispanic	40%	46%	52%	58%	64%	70%	
		English Learner	6%	12%	18%	24%	30%	36%	

Objective 2.3b-Proficiency in	Grade 4	All students	42%	48%	54%	60%	66%	72%
		Hispanic	41%	47%	53%	59%	65%	71%
		English Learner	21%	27%	33%	39%	45%	51%
	Grade 5	All students	45%	51%	57%	63%	69%	75%
		Hispanic	45%	51%	57%	63%	69%	75%
		English Learner	23%	29%	35%	41%	47%	53%
	All students	23%	29%	35%	41%	47%	53%	

Math as measured by the California Standards Test: scoring <i>Proficient</i> or <i>Advanced</i>	Grade 6	<i>Hispanic</i>	22%	28%	34%	40%	46%	52%
		<i>English Learner</i>	3%	9%	15%	21%	27%	33%
	Grade 7	All students	30%	36%	42%	48%	54%	60%
		<i>Hispanic</i>	30%	36%	42%	48%	54%	60%
		<i>English Learner</i>	10%	16%	22%	28%	34%	40%
	Grade 8	All students	32%	38%	44%	50%	56%	62%
		<i>Hispanic</i>	32%	38%	44%	50%	56%	62%
		<i>English Learner</i>	13%	19%	25%	31%	37%	43%

Perf. Meas. (Grades 4-8 – c) Objective 3.2	Applicable Population	Subgroup	Baseline	Target				Post Grant
			SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Objective 3.2-Students with appropriate socio-emotional development demonstrated by a <i>Life Long Learning Standards</i> average greater than or equal to a 3.0	Grades 4-8	All students	53%	63%	72%	81%	91%	100%
		<i>Hispanic</i>	53%	62%	72%	81%	91%	100%
		<i>English Learner</i>	49	59%	69%	80%	90%	100%

Grantee Name: LINDSAY UNIFIED SCHOOL DISTRICT

Performance Measure (Grades 9-12 – a) (Objective 4.4) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form

Applicable Population: All 9th -12th graders

Subgroup	Baseline						Target						Post-Grant					
	2011-12			SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA
All students	117	194	60.30%	132	194	68.20%	148	194	76.20%	163	194	84.10%	179	194	92.10%	194	194	100%
Hispanic	114	183	62%	127	183	69.60%	141	183	77.20%	155	183	84.80%	169	183	92.40%	183	183	100%
English Learner	24	48	50%	29	48	60.00%	34	48	70.00%	38	48	80.00%	43	48	90.00%	48	48	100%

Performance Measure (Grades 9-12 – b) (Objective 4.2) 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.

Applicable Population: All 9th -12th graders

Subgroup	Baseline			Target												Post-Grant		
	2011-12			SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness
All students	912	1119	83.40%	970	1119	86.70%	1008	1119	90.00%	1045	1119	93.40%	1082	1119	96.70%	1119	1119	100%
Hispanic	812	992	84.00%	865	992	87.20%	897	992	90.40%	929	992	93.60%	960	992	96.80%	992	992	100%
EL	264	372	75.00%	298	372	80.00%	316	372	85.00%	335	372	90.00%	353	372	95.00%	372	372	100%

Performance Measure (Grades 9-12 – c) (Objective 4.3) 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.

Applicable Population: All 9th -12th graders

Subgroup	Baseline			Target												Post-Grant		
	2011-12			SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
	# Participating Students on track	Total # of Participating Students	% on track	# Participating Students on track	Total # of Participating Students	% on track	# Participating Students on track	Total # of Participating Students	% on track	# Participating Students on track	Total # of Participating Students	% on track	# Participating Students on track	Total # of Participating Students	% on track	# Participating Students on track	Total # of Participating Students	% on track
All students	243	509	50.50%	307	509	60.40%	358	509	70.30%	408	509	80.20%	459	509	90.10%	509	509	100%
Hispanic	215	468	47.50%	271	468	58.00%	321	468	68.50%	370	468	79.00%	419	468	89.50%	468	468	100%
EL	51	166	38.70%	85	166	51.00%	105	166	63.20%	125	166	75.50%	146	166	87.70%	166	166	100%

Perf. Meas. (Grades 9-12 – d) Objective 2.4	Applicable Population	Subgroup	Baseline	Target					Post Grant
			SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	

Objective 2.4a- Proficiency in ELA as measured by the California Standards Test: scoring <i>Proficient</i> or <i>Advanced</i>	Grade 9	All students	40%	46%	52%	58%	64%	70%
		<i>Hispanic</i>	39%	45%	51%	57%	63%	69%
		<i>English Learner</i>	7%	13%	19%	25%	31%	37%
	Grade 10	All students	35%	41%	47%	53%	59%	65%
		<i>Hispanic</i>	35%	41%	47%	53%	59%	65%
		<i>English Learner</i>	1%	7%	13%	19%	25%	31%
	Grade 11	All students	35%	41%	47%	53%	59%	65%
		<i>Hispanic</i>	34%	40%	46%	52%	58%	64%
		<i>English Learner</i>	3%	9%	15%	21%	27%	33%
Objective 2.4b- Proficiency in Math as measured by the California Standards Test: scoring <i>Proficient</i> or <i>Advanced</i>	Grade 9	All students	8%	14%	20%	26%	32%	38%
		<i>Hispanic</i>	8%	14%	20%	26%	32%	38%
		<i>English Learner</i>	2%	8%	14%	20%	26%	32%
	Grade 10	All students	16%	22%	28%	34%	40%	46%
		<i>Hispanic</i>	15%	21%	27%	33%	39%	45%
		<i>English Learner</i>	3%	9%	15%	21%	27%	33%
	Grade 11	All students	9%	15%	21%	27%	33%	39%
		<i>Hispanic</i>	9%	15%	21%	27%	33%	39%
		<i>English Learner</i>	2%	8%	14%	20%	26%	32%

Perf. Meas. (Grades 9-12 – e) Objective 3.3	Applicable Population	Subgroup	Baseline	Target					Post Grant
			SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	
Objective 3.3-Students with appropriate socio-emotional development and resiliency as measured by a locally-developed survey based on <i>40 Developmental Assets</i>	Grades 9-12	All students	Baseline data and targets will be established from survey administered in January, 2013						
		<i>Hispanic</i>							
		<i>English Learner</i>							

Perf. Meas. Comp. Pref.	Applicable Population	Subgroup	Baseline	Target			Post Grant
			SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Objective CP1-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.	Grades 7-12	All students	267	280	303	327	360
Objective CP2-There will be a 10% increase each year of the project in the number of 9-12 th 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.	Grades 9-12	All students					
Objective CP3-There will be an annual increase of 5% in the number of 7-8 th grade participants scoring at the advanced level (3.5-4.0) in English Language Arts available on the Learner DLP.	Grades 7-8	All students					
Objective CP4-There will be an annual increase of 5% in the number of 7-8 th grade learners scoring at the advanced level (3.5-4.0) in math available on the Learner DLP.	Grades 7-8	All students					
Objective CP5-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 10 th grade as measured by CAHSEE results.	Grade 10	All students					
Objective CP6-There will be an annual 10% increase in the number of participants (9-12 th grade) maintaining a 4.0 in Life Long Learning Standards in core content courses available on the Learner DLP.	Grades 9-12	All students					
Objective CP7-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.	Grades 7-12	All students					
Objective CP8-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.	Grade 12	All students					
Objective CP9-There will be an annual increase of 10% in the number of participants who apply for Super Scholarships (REAP Counselor records).	Grade 12	All students	25	28	30	33	37
Objective CP10-Increase the number of learners completing applications for grants or scholarships beyond the REAP program by 5% (REAP Counselor records).	Grades 11-12	All students					

Grantee Name: LINDSAY UNIFIED SCHOOL DISTRICT

Table 4-1a: Project-Level Itemized Costs

Cost Description	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel					
<p>Curriculum & Instructional Specialists (2 FTE)</p> <p>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 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.</p>	\$35,000	\$140,000	\$144,200	\$148,526	\$467,726
<p>PBS Instructional Design & Delivery (6 FTE)</p> <p>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.</p>		\$360,000	\$370,800	\$381,924	\$1,112,724
<p>Blended Learning Specialist (1 FTE)</p> <p>The BLS 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 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.</p>	\$20,000	\$80,000	\$82,400	\$84,872	\$267,272
<p>Blended Learning Support Assistants (8 FTE, 1 per school)</p> <p>Blended Learning Support Assistants 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.</p>		\$324,640	\$334,379	\$344,410	\$1,003,429
<p>Director of Technology & 21st Century Learning (1 FTE)</p>					

Leads and implements the LUSD Vision to integrate curriculum, instruction, and technology to fully develop the capacity of all stakeholders to ensure the sustainability of District-wide educational systems and processes; provide leadership and guidance in the development and implementation of district-wide information technology program as it relates to the 21 st Century Classroom, the Performance Based System and Core Curriculum.	\$25,653	\$102,612	\$105,690	\$108,861	\$342,816
Digital Media Arts Specialist (1 FTE) Oversees, supervises, captures and uploads media content to further develop an existing Digital Learning Platform (DLP), provides individualized professional development of District leadership and teachers to navigate the District's 2nd Order Change from a time-based to a Performance-Based learning System (PBS).	\$21,519	\$86,076	\$88,658	\$91,318	\$287,571
21st Century Learning Support Assistant (1 FTE) Performs administrative support duties to ensure District-wide student success as it relates to the 21 st Century Classroom, the Performance Based System and Core Curriculum.	\$9,038	\$36,151	\$37,236	\$38,353	\$120,778
Teacher Overtime Salaries Teachers will be completing some of the curriculum development work on-site after school		\$86,956			
Extra Days for Teachers (12 days tentatively approved by LTA in Year 2) As part of the professional development schedule, teachers will be paid for 12 additional days in which they will receive out-of-classroom training. Costs 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 3-4)	\$0	\$792,000	\$544,000	\$350,000	\$1,686,000
<i>Total Personnel</i>	\$111,210	\$2,008,435	\$1,707,363	\$1,548,264	\$5,375,272
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					
Curriculum & Instructional Specialists (2) ~40% of salary	\$14,000	\$56,000	\$57,680	\$59,410	\$201,090
PBS Instructional Design & Delivery (6) ~40% of salary	\$0	\$144,000	\$148,320	\$152,770	\$445,090
Blended Learning Specialist (1) ~15% of salary	\$3,000	\$12,000	\$12,360	\$12,731	\$43,091
Blended Learning Support Assistants (8) ~60% of salary	\$0	\$194,733	\$200,627	\$206,646	\$602,006
Director of Technology & 21 st Century Learning (1) ~42% of salary	\$10,803	\$43,215	\$44,511	\$45,846	\$144,375
Digital Media Arts Specialist (1) ~45% of salary	\$9,806	\$39,226	\$40,403	\$41,615	\$131,050
21 st Century Learning Support Assistant (1) ~65% of salary	\$5,939	\$23,755	\$24,468	\$25,202	\$79,364
Teacher Overtime Salaries		\$13,043			
Extra Days for Teachers ~15% of salary	\$0	\$118,800	\$81,600	\$52,500	\$252,900
<i>Total Fringe Benefits</i>	\$43,548	\$644,772	\$609,969	\$596,720	\$1,895,009
3. Travel					
Dept. of Education program meetings, Washington, DC	\$8,000	\$8,000	\$8,000	\$8,000	\$32,000

	\$0,000	\$0,000	\$0,000	\$0,000	\$0,000
4 team members x \$2,000/member for lodging/meals/per diem					
Leadership Symposium 3.0 Held in Irvine, CA from April 11-13, 2013, the symposium is a collaborative effort of the Association of California School Administrators (ACSA), Computer Using Educators, Inc. (CUE), Technology Information Center for Administrative Leadership (TICAL) and covers a multitude of topics including Common Core integration, blended learning, mobile devices, etc. 8 team members x \$1,000/member for lodging/meals/per diem	\$8,000				\$8,000
Mass Customized Learning Symposium Held in South Dakota in June, 2013	\$20,000				\$20,000
<i>Total Travel</i>	\$36,000				\$60,000
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 assign technology assistance funds at the rate of 1% of the total grant amount, to support specific technology-related expenses that result from the project implementation, i.e. technician salaries, network support, technology infrastructure support (like drops, cords, etc.), and any support needed from the technology department. Funds go directly to support the technology support services that will be needed because of the implementation of the program or grant.	\$25,000	\$25,000	\$25,000	\$25,000	\$100,000
9. Total Direct Costs:	\$215,758	\$2,686,207	\$2,350,332	\$2,177,984	\$7,430,281
10. Total Indirect Costs calculated on the first \$25,000 of each contract	\$11,629	\$144,787	\$126,683	\$117,393	\$400,492
11. Total Grant Funds Requested	\$227,387	\$2,830,994	\$2,477,015	\$2,295,377	\$7,830,773
12. Funds from other sources used to support the project					
13. Total Budget	\$227,387	\$2,830,994	\$2,477,015	\$2,295,377	\$7,830,773

Grantee Name: LINDSAY UNIFIED SCHOOL DISTRICT

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	
<p>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. Due to the particular and specific program implementation needs, which are based on the LUSD PBS components currently in place and those yet to be developed, it is highly likely that most partner vendors will be involved in more than one project budget area. However, there will only be one contract per vendor in order to minimize indirect costs associated with managing contracts for partner vendors. Therefore, the budget narratives for the areas of the project which are based solely on contracts will reflect indirect costs based on the first \$25,000 of a combined contract for some vendors. The amounts used to calculate indirect costs will be clearly shown. There are approximately ten likely partner vendors, labeled Vendor 1-10 in the contract budget narratives. For example, Vendor 2 is the same in every narrative in which it is mentioned.</p>						
<p>Professional Development: Aligning instructional strategies to be most effective with certain Common Core State Standards; Develop training and instructional strategies with Curriculum and Assessment work; Leadership Team Training and Coaching; Technology integration within the Leadership Team role; Working with teacher leaders to move from the traditional bureaucratic model to a collaborative and distributive leadership model focused on effective teacher performance and measurable student outcomes; Integrating the performance-based system with the Digital Learning Platform; In-class coaching; Technology-based Expanded Learning</p>	Vendor 2	\$0	\$25,000	\$25,000	\$25,000	\$75,000
		\$0	\$35,000	\$15,000	\$0	\$50,000
	Vendor 4	\$0	\$0	\$0	\$25,000	\$25,000
		\$0	\$0	\$0	\$15,000	\$15,000
	Vendor 7	\$0	\$12,000	\$15,000	\$12,000	\$39,000
		\$0	\$11,000	\$0	\$0	\$11,000
	Vendor 8	\$5,000	\$15,000	\$15,000	\$5,000	\$40,000
		\$5,000	\$12,000	\$5,000	\$13,000	\$35,000
	Vendor 10	\$0	\$17,000	\$17,000	\$12,500	\$46,500
		\$0	\$58,000	\$33,000	\$12,500	\$103,500
<i>Total Contracts</i>		\$10,000	\$185,000	\$125,000	\$120,000	\$440,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$0	
8. Other	\$0	\$0	\$0	\$0	\$0	
9. Total Direct Costs:	\$10,000	\$185,000	\$125,000	\$120,000	\$440,000	

10. Total Indirect Costs (based on shaded cells)	\$270	\$3,719	\$3,881	\$4,285	\$12,155
11. Total Grant Funds Requested	\$10,270	\$188,719	\$128,881	\$124,285	\$452,155
12. Funds from other sources used to support the project					
13. Total Budget	\$10,270	\$188,719	\$128,881	\$124,285	\$452,155

Grantee Name: LINDSAY UNIFIED SCHOOL DISTRICT

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 in Year 1 (\$80,000) to purchase needed equipment, in the form of a “tech materials budget” to be allocated to the classrooms based on content areas and need. Additional funds have been budgeted for technology materials needed during the remainder of the project. The purpose of the technology audit is to determine, in a comprehensive manner, what additional technology-related support systems or materials need to be put in place in order to effectively carry out all components of the application. What will be needed based on the results of the technology audit is unknown at this time. These materials may include such things as computers, scanners, mobile devices, smart boards, video devices, etc. and other materials in support of the project.	\$80,000	\$48,768	\$48,768	\$48,768	\$226,304	
<p>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. Due to the particular and specific program implementation needs, which are based on the LUSD PBS components currently in place and those yet to be developed, it is highly likely that most partner vendors will be involved in more than one project budget area. However, there will only be one contract per vendor in order to minimize indirect costs associated with managing contracts for partner vendors. Therefore, the budget narratives for the areas of the project which are based solely on contracts will reflect indirect costs based on the first \$25,000 of a combined contract for some vendors. The amounts used to calculate indirect costs will be clearly shown. There are approximately ten likely partner vendors, labeled Vendor 1-10 in the contract budget narratives. For example, Vendor 2 is the same in every narrative in which it is mentioned.</p>						
Enhancement of LUSD’s learner progress monitoring system, <i>Educate</i> ; 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; expand the report library to enable effective pacing and build transparency for learner needs and opportunities for accelerated learning; development of content for both DLPs; and creating and linking professional development training videos and other content to the Facilitator DLP.	Vendor 1	\$25,000	\$25,000	\$12,500	\$8,000	\$70,500
		\$25,000	\$75,000	\$87,500	\$92,000	\$279,500
	Vendor 7	\$0	\$8,000	\$4,000	\$7,000	\$19,000
		\$0	\$15,000	\$11,000	\$0	\$26,000
Instructional Technology Audit to determine the technological needs of classrooms and teachers throughout the district.	Vendor 6	\$25,000	\$0	\$0	\$0	\$25,000
		\$15,000	\$0	\$0	\$0	\$15,000

<i>Total Contracts</i>	\$90,000	\$123,000	\$115,000	\$107,000	\$435,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs:	\$170,000	\$171,931	\$163,931	\$155,931	\$661,793
10. Total Indirect Costs (based on shaded cells)	\$7,007	\$4,416	\$3,526	\$3,446	\$18,395
11. Total Grant Funds Requested	\$177,007	\$176,347	\$167,457	\$159,377	\$680,188
12. Funds from other sources used to support the project					
13. Total Budget	\$177,007	\$176,347	\$167,457	\$159,377	\$680,188

Grantee Name: LINDSAY UNIFIED SCHOOL DISTRICT

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. Due to the particular and specific program implementation needs, which are based on the LUSD PBS components currently in place and those yet to be developed, it is highly likely that most partner vendors will be involved in more than one project budget area. However, there will only be one contract per vendor in order to minimize indirect costs associated with managing contracts for partner vendors. Therefore, the budget narratives for the areas of the project which are based solely on contracts will reflect indirect costs based on the first \$25,000 of a **combined** contract for some vendors. The amounts used to calculate indirect costs will be clearly shown. There are approximately ten likely partner vendors, labeled Vendor 1-10 in the contract budget narratives. For example. Vendor 2 is the same in every narrative in which it is mentioned.

Brochures, evaluation reports, curriculum guides, etc.	Vendor 9	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
		\$12,000	\$12,000	\$12,000	\$12,000	\$48,000
7. Training Stipends		\$0	\$0	\$0	\$0	\$0
8. Other		\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs:		\$22,000	\$22,000	\$22,000	\$22,000	\$88,000
10. Total Indirect Costs (based on shaded cells)		\$539	\$539	\$539	\$539	\$2,156
11. Total Grant Funds Requested		\$22,539	\$22,539	\$22,539	\$22,539	\$90,156
12. Funds from other sources used to support the project						
13. Total Budget		\$22,539	\$22,539	\$22,539	\$22,539	\$90,156

Grantee Name: LINDSAY UNIFIED SCHOOL DISTRICT

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. Due to the particular and specific program implementation needs, which are based on the LUSD PBS components currently in place and those yet to be developed, it is highly likely that most partner vendors will be involved in more than one project budget area. However, there will only be one contract per vendor in order to minimize indirect costs associated with managing contracts for partner vendors. Therefore, the budget narratives for the areas of the project which are based solely on contracts will reflect indirect costs based on the first \$25,000 of a **combined** contract for some vendors. The amounts used to calculate indirect costs will be clearly shown. There are approximately ten likely partner vendors, labeled Vendor 1-10 in the contract budget narratives. For example. Vendor 2 is the same in every narrative in which it is mentioned.

Curriculum Development--Aligned to assessment and digital training modules, the curriculum component of the performance-based system will be refined, and implemented as refined, in the first year of the project. In Year 2, additional curriculum content will be tied with the revised curriculum Assessments, continuing in to Year 3. curriculum Assessment Development--Analyzing curriculum performance tasks and project-based assignments to determine the validity and reliability of the assessment component; edit all curriculum assessment components.	Vendor 5	\$20,000	\$16,000	\$16,000	\$0	\$52,000
		\$0	\$0	\$0	\$0	\$0
	Vendor 7	\$0	\$5,000	\$6,000	\$0	\$11,000
		\$0	\$10,000	\$4,000	\$0	\$14,000
	Vendor 8	\$20,000	\$10,000	\$10,000	\$20,000	\$60,000
		\$5,000	\$15,000	\$15,000	\$5,000	\$40,000
	Vendor 10	\$25,000	\$8,000	\$8,000	\$12,500	\$53,500
			\$17,000	\$17,000	\$12,500	\$46,500

<i>Total Contracts</i>	\$70,000	\$81,000	\$76,000	\$50,000	\$277,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs:	\$70,000	\$81,000	\$76,000	\$50,000	\$277,000
10. Total Indirect Costs (based on shaded cells)	\$3,504	\$2,102	\$2,156	\$1,752	\$9,514
11. Total Grant Funds Requested	\$73,504	\$83,102	\$78,156	\$51,752	\$286,514
12. Funds from other sources used to support the project					
13. Total Budget	\$73,504	\$83,102	\$78,156	\$51,752	\$286,514

Grantee Name: LINDSAY UNIFIED SCHOOL DISTRICT

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	
<p>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. Due to the particular and specific program implementation needs, which are based on the LUSD PBS components currently in place and those yet to be developed, it is highly likely that most partner vendors will be involved in more than one project budget area. However, there will only be one contract per vendor in order to minimize indirect costs associated with managing contracts for partner vendors. Therefore, the budget narratives for the areas of the project which are based solely on contracts will reflect indirect costs based on the first \$25,000 of a combined contract for some vendors. The amounts used to calculate indirect costs will be clearly shown. There are approximately ten likely partner vendors, labeled Vendor 1-10 in the contract budget narratives. For example. Vendor 2 is the same in every narrative in which it is mentioned.</p>						
<p>‘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.</p>	Vendor 1	\$0	\$0	\$12,500	\$17,000	\$29,500
		\$0	\$0	\$37,500	\$83,000	\$120,500
7. Training Stipends	\$0	\$0	\$0	\$0	\$0	
8. Other	\$0	\$0	\$0	\$0	\$0	
9. Total Direct Costs:	\$0	\$0	\$50,000	\$100,000	\$150,000	
10. Total Indirect Costs (based on shaded cells)	\$0	\$0	\$674	\$916	\$1,590	
11. Total Grant Funds Requested	\$0	\$0	\$50,674	\$100,916	\$151,590	
12. Funds from other sources used to support the project						
13. Total Budget	\$0	\$0	\$50,674	\$100,916	\$151,348	

Grantee Name: LINDSAY UNIFIED SCHOOL DISTRICT

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 estimated training/development costs that are appropriate and reasonable given the program’s projected scope of work. Due to the particular and specific program implementation needs, which are based on the LUSD PBS components currently in place and those yet to be developed, it is highly likely that most partner vendors will be involved in more than one project budget area. However, there will only be one contract per vendor in order to minimize indirect costs associated with managing contracts for partner vendors. Therefore, the budget narratives for the areas of the project which are based solely on contracts will reflect indirect costs based on the first \$25,000 of a **combined** contract for some vendors. The amounts used to calculate indirect costs will be clearly shown. There are approximately ten likely partner vendors, labeled Vendor 1-10 in the contract budget narratives. For example, Vendor 2 is the same in every narrative in which it is mentioned.

Project Implementation Plan Development Assistance in first 100 days; develop detailed formative and summative evaluation plan; Data Analysis/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. Stakeholder interviews, forums, and survey administration	Vendor 3	\$25,000	\$25,000	\$25,000	\$25,000	\$100,000
		\$75,000	\$75,000	\$75,000	\$75,000	\$300,000
	Vendor 9	\$15,000	\$15,000	\$15,000	\$15,000	\$60,000
		\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
<i>Total Contracts</i>		\$125,000	\$125,000	\$125,000	\$125,000	\$500,000

7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs:	\$125,000	\$125,000	\$125,000	\$125,000	\$500,000
10. Total Indirect Costs (based on shaded cells)	\$2,156	\$2,156	\$2,156	\$2,156	\$8,624
11. Total Grant Funds Requested	\$127,156	\$127,156	\$127,156	\$127,156	\$508,624
12. Funds from other sources used to support the project					
13. Total Budget	\$127,156	\$127,156	\$127,156	\$127,156	\$508,624