

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**APPLICATION FOR NEW GRANTS UNDER THE TEACHER INCENTIVE FUND
PROGRAM**

CFDA # 84.385A

PR/Award # S385A100097

OMB No. 1810-0700, Expiration Date: 11/30/2010

Closing Date: JUL 06, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

* Last Name: Hogeboom

Suffix:

Title: Superintendent

Organizational Affiliation:

* Telephone Number:



Fax Number:

* Email:



Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-052110-001

Title:

Teacher Incentive Fund Program

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Towns of Arroyo Grande, Pismo Beach, Nipomo, Oceano, and Grover Beach in southern San Luis

Obispo County, California

*** 15. Descriptive Title of Applicant's Project:**

Lucia Mar TAP Project

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 22/23

* b. Program/Project: 23

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2015

18. Estimated Funding (\$):

a. Federal	████████
b. Applicant	████████
c. State	\$ 0
d. Local	\$ 0
e. Other	\$ 0
f. Program Income	\$ 0
g. TOTAL	████████

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Ms. * First Name: Michelle

Middle Name:

* Last Name: Ellis

Suffix:

Title: Assistant Superintendent, Human Resources

* Telephone Number: [REDACTED] Fax Number:

* Email: [REDACTED]

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Lucia Mar Unified School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2010 To: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): CA Dept of Education The Indirect Cost Rate is 4.78%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Lucia Mar Unified School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Michelle Ellis

Title: Assistant Superintendent, Human Resource

Date Submitted: 07/02/2010

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Lucia Mar Unified School District

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
--

Prefix:	First Name: Michelle	Middle Name:
Last Name: Ellis		Suffix:
Title: Assistant Superintendent, Human Resource		

Signature:	Date:
_____	07/02/2010

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : Lucia Mar GEPA

File : [Lucia Mar GEPA.doc](#)

Lucia Mar TIF Grant Application
General Education Provisions Act Section 427
Equitable Access
Statement of Compliance

The Lucia Mar Unified School District Board of Education prohibits discrimination of job applicants on the basis of race, color, national origin, ancestry, religious creed, age, marital status, pregnancy, physical or mental disability, mental condition, veteran status, gender, and the actual or perceived sexual orientation.

Lucia Mar Unified will make every attempt to address equity concerns that may become potential barriers to full inclusion in the project. The project will ensure equitable access to the project by addressing the following barriers, as well as any others that emerge during the project:

Age: Older teachers may be less technologically proficient. Mentor and master teachers need to use the CODE database to enter evaluation data. If a mentor or master teacher is hired who needs extra assistance beyond the standard database training, the Executive Master Teacher, TAP Project Coordinator, or other staff will provide training for the older teacher (or any teacher needing this assistance).

Disability: Teachers with physical disabilities will be accommodated when traveling to site visits, conferences, and institutes. Participants may require shorter airline travel via connecting flights, driving to closer destinations rather than flying, or watching video rather than attending. Every effort will be made to assist teachers with physical difficulties who want to participate in off-site activities.

This proposed project will adhere to these provisions to ensure equity of access and participation for all participants in the project.

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Ms. Michelle Ellis

Address:

* Street1: [REDACTED]
Street2:
* City: [REDACTED]
County: [REDACTED]
* State: [REDACTED]

* Phone Number (give area code) Fax Number (give area code)
[REDACTED]

Email Address:

[REDACTED]

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 and 2

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title : Exempt Research Narrative
File : Lucia Mar exempt research.doc



Department of Education Supplemental Information for SF 424
Exempt Research Narrative

Research to be undertaken for the evaluation component of the Lucia Mar Unified School District's Lucia Mar TAP Project is considered "exempt" according to Exemptions 1 and 2.

- (1) The research will be conducted in commonly accepted educational settings, involving normal educational processes.
- (2) All student information will be recorded in ways that maintain the confidentiality of students.

The above mentioned exemptions are addressed below:

Exemption (1): Investigations will be conducted in commonly accepted educational settings surrounding regular education instructional strategies, which focus on the effectiveness of instructional strategies. All student-focused data collection will occur in the six schools targeted in the Lucia Mar TAP Project. The primary focus of the investigation is to determine the effectiveness of the TAP model as determined by impact on student achievement scores and teacher and principal evaluations.

Exemption (2): Investigations will be based on state assessments, district benchmark assessments, surveys, and teacher and principal evaluations; data will be used in ways that maintain student and staff confidentiality. Evaluators will rely on data obtained through the CODE database and the AERIES student information system. This information includes data from achievement tests and evaluations. Individual names, identification numbers, and other identifying information will not be used, or will be removed at the district level. Evaluators will not participate in project activities.

Project Narrative

Project Abstract

Attachment 1:

Title: **Lucia Mar Abstract** Pages: **1** Uploaded File: **Lucia Mar Abstract.doc**

Lucia Mar TAP Project

Project Abstract

The Lucia Mar TAP Project is an incentive program that is designed to increase student achievement and teacher and principal recruitment and retention. By implementing the comprehensive TAP model, the project will align teacher and principal performance-based compensation with evaluation, staff development, and new career paths. Incentives will be based on value-added student assessment scores and on objective, rigorous evaluations using the TAP Skills, Knowledge, and Responsibilities Performance Standards. The district will assume increasing responsibility for performance-based pay, paying 98% of the cost by Year 5.

Lucia Mar Unified is a rural California school district serving nearly 11,000 students. At the high-need schools in the project, up to 91% of students qualify for free and reduced price lunch, up to 57% are English learners, and over 50% are minority students. The Lucia Mar TAP Project is designed to focus teaching on high academic standards that meet the needs of this diverse population. A performance-based compensation system with incentives that average over 5% of base pay will reward teachers for classroom and school-wide achievement, as well as for proficiency in the skills and knowledge required of a teacher.

A communication plan is in place and union leaders and teachers and principals from every site have endorsed the project. Evaluation systems and processes utilize the TAP system, which includes multiple observations and monitoring of inter-rater reliability. A data-management system that links student achievement, human resources, and payroll has been fully planned, as has professional development and staff education about the evaluation measures. The project is requesting a ten-month planning period to finalize core elements (b) and (c), piloting a new principal evaluation rubric and conducting a teacher vote at each school site.

Project Narrative

Application Narrative

Attachment 1:

Title: **Lucia Mar Narrative** Pages: **60** Uploaded File: **LMUSD narrative.doc**

**TIF Grant Application
Lucia Mar TAP Project
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Project Director Resume

Project Job Descriptions

TLT Principal Evaluation Rubric Draft

California's Program Improvement Mandates Explanation

Lucia Mar Unified School District Indirect Cost Rate Agreement

Commitment Letters

Lucia Mar Unified Teachers Association President

Lucia Mar School Site Principals and Teachers

Lucia Mar Board of Education President

NIET Partner MOU

Representative Lois Capps

State Superintendent of Instruction Jack O'Connell

Need for the Project

1) Low Student Achievement

The Lucia Mar Unified School District is a K-12 public school district located on the central coast of California, halfway between Los Angeles and San Francisco. The consolidated district encompasses the southern portion of San Luis Obispo County, with almost 11,000 students living throughout 550 square miles. Students attend eleven elementary schools, three middle schools, two comprehensive high schools, and one continuation high school, which are served by 644 certificated staff.

The demographics of our district have shifted significantly over the past 10 years creating large wealth disparities and two distinct school profiles: high-need schools with large numbers of English Language Learners and middle-class, higher-performing schools. This demographic shift has resulted in veteran teachers needing to adopt new instructional strategies to meet the needs of their diverse classrooms. Over the past three years, Lucia Mar schools have also seen an increase of 10%-15% in the overall free and reduced lunch rates. As poverty levels and academic targets continue to rise, we are seeing more and more schools identified as Program Improvement Schools, the California designation for schools not meeting the academic needs of students.

A strict set of progressive sanctions are attached to a school in Program Improvement, ending with an eventual change in school leadership and the possible takeover by the State of California should the school fail to turn their system around. To exit Program Improvement, the school must meet all Adequate Yearly Progress (AYP) targets for all subgroups of students in both curricular areas for 2 consecutive years. Upon successful exiting, the school must continue to meet the AYP targets or will find themselves back in PI with the threat of sanctions following them once again.

Seven of the district’s eleven elementary schools are high need schools (50% free/reduced lunch or higher). Three of these elementary schools and one middle school are currently in or have recently exited Program Improvement (PI). The PI schools and two additional Title I schools with a large percentage of high-need students are taking part in the Lucia Mar TAP Project:

School	F/R Lunch Rate	PI Status	% English Learners
Nipomo Elementary	73%	Year 3, in danger of entering Year 4	38%
Dana Elementary	65%	Was in Year 2, just emerged from PI	26%
Mesa Middle School	59%	Year 1, in danger of entering Year 2	16%
Dorothea Lange Elementary	59%	Year 1, in danger of entering Year 2	26%
Oceano Elementary	91%		57%
Fairgrove Elementary	63%		25%

District data, 2009-2010 school year. See attached “California’s Program Improvement Mandates” for definitions of sanctions for Program Improvement schools.

To meet the challenges of appropriately serving our diverse student population, a focus on teaching and instruction with a consistent emphasis on high academic standards is necessary, meaning a change our approach to teacher and administrator accountability is also in order. Changing our approach means changing our culture to emphasize quality teaching and instruction over length of service. Additionally we must reward quality teaching and instruction as it benefits our students. This is the direction Lucia Mar Unified has chosen to take.

Two-thirds of the schools applying as part of the Lucia Mar TAP Project have significantly lower student achievement compared to other schools in the state, as defined by the State of California in its Similar Schools Rankings and by analyses of AYP scores compared to similar schools in the district and region. Additionally, these schools are either currently identified as a Program Improvement school or have recently exited from Program Improvement.

Nipomo Elementary is in Year 3 PI, meaning they have not met the academic needs of English Language Learners in English-Language Arts for the past five years. The school scored a

2 out of 10 on their California Similar Schools Ranking, placing them far below comparable schools. The school has also performed poorly in mathematics, with Latino, English Learner, and Socioeconomically Disadvantaged subgroups failing to meet AYP criteria in 2008. This school was converted in 2005 from a K-2 school to a neighborhood K-6 school serving a low-income, rural neighborhood. This conversion required the staff to either make a grade level change of three or more grades or to bring in staff from one of the other two elementary schools impacted by this transition. Since that time, the school has struggled to retain upper grade teachers, which is reflected in their AYP scores.

Dorothea Lange Elementary first opened in 2006 to serve a rural, mixed-income population. It has lacked consistent leadership and has failed to meet its AYP targets for the past three years. The school has struggled to meet the needs of students in both English-Language Arts (Latino subgroup) and Mathematics (Latino, English Learner, and Socioeconomically Disadvantaged subgroups) since they opened. The school is now in Program Improvement and scored 3 out of 10 on their California Similar Schools Ranking, far below comparable schools.

Mesa Middle School has also failed to meet the needs of all students for the past three years, particularly in English-Language Arts for their Latino, English Learner, and Socioeconomically Disadvantaged subgroups. They too are in Program Improvement as the AYP targets for these student subgroups were not met. AYP scores were compared for Mesa and the district's other two middle schools, one of which has nearly identical demographics. Mesa ranks last in the overall percentage of students scoring proficient or better both English-Language Arts and Mathematics. AYP scores trail by an average of twelve percent. Countywide, Mesa ranks last in the county in the overall percentage of students scoring proficient or better both English-Language Arts and in the bottom half for mathematics.

A fourth school, Dana Elementary, has worked hard to meet the needs of their students and exit from Program Improvement after three years in PI status. For the past two years the staff has focused intervention and instruction on the most needy students. Even with these changes, they remain in danger of reentering PI because there is no comprehensive system in place to maintain the focus on academic achievement and teacher and administrator accountability. And while intensive work in English-Language Arts has been taking place, when compared to five other similar schools in the local region, Dana's AYP scores rank last in Mathematics for Latino students, English learners, and socioeconomically-disadvantaged students.

The last two schools in the Lucia Mar TAP Project, Oceano Elementary and Fairgrove Elementary, have had vigilant attention paid to the achievement status of their students over the past several years. Oceano, in particular, has benefited from an influx of talented teachers as the school has strived to maintain academic student growth with an extremely high-need population of farmworker and unskilled labor families. Parents of these students are often illiterate in their first language of Spanish or Oaxacan (a group of indigenous languages from the Mexican state of Oaxaca). Fairgrove Elementary similarly has focused significant energy on data analysis and using that information to make instructional changes as well as implementing interventions for students who are struggling to meet the rigorous academic content standards in California. Throughout this focus on student achievement, no systemic, corresponding system for teacher accountability has been in place. Both schools seek a long-term, comprehensive process that will provide teachers with ongoing professional development, evaluation and compensation systems connected to their efforts with students.

2) Definition of Comparable School

The California Department of Education ranks schools utilizing their demographic database and publishes California Similar Schools Rankings for all California schools. Using California state guidelines, a school is defined as having lower student achievement than comparable schools when it scores below a 5 on the Similar Schools Rankings (scale of 1 to 10). Rankings are based on schools' Academic Performance Index, a number ranging from 200-1000 given by the state to show growth in student achievement. Schools are compared to other schools that have similar demographics, including student mobility, ethnicity, socioeconomic status, English learners, credentialed teachers, and other factors.

A second method of comparing schools was also utilized, directly comparing AYP scores with schools that had similar demographics. Schools with similar free and reduced lunch rates, English learners, and Latino populations were compared both within the district and in the immediate region. These characteristics were utilized because they are the most relevant to those of the district's high-need schools. AYP scores in English-Language Arts and Mathematics were compared, both school-wide and for the key subgroups of Latino, English Learner, and Socioeconomically Disadvantaged. Numbers of students at or above proficient were used for comparison purposes.

3) Applicant Status (Priority 6)

Lucia Mar Unified is a new applicant to TIF funding and has not yet implemented a performance based compensation system.

4) Recruitment and Retention at High-Need Schools

Competitive Preference Priority 5: Recruitment and Retention

Over the past several years, the district has struggled to recruit and retain effective teachers for our lowest-performing schools. As teachers in higher-performing schools retire, those with seniority from the lowest-performing schools transfer out to fill the vacancies. Simultaneously, class sizes are being increased and teaching positions being cut due to the state budget crisis and declining enrollment, so district-wide no teachers are being hired. The end result is open teaching positions at low-performing schools with no effective teachers volunteering to transfer to fill them. Administrators have had to involuntarily transfer teachers, which lowers morale and hinders student achievement. One-fifth of the staff at Nipomo Elementary and at Dorothea Lange Elementary have been involuntarily transferred in for the 2010-2011 school year.

All teachers at the elementary schools are teaching both regular education and English language acquisition simultaneously, with anywhere from one-quarter to over one-half of their students not fluent in English. These hard-to-staff teaching positions demand highly effective teachers.

However, teachers who are involuntarily transferred to high-need schools generally do not have the English Language Development background and experience needed, as they come from higher socioeconomic sites. They are unused to teaching a class where children have not been exposed to reading and often do not have high parental expectations for their school behavior. These teachers need extensive professional development and mentoring to be effective in their new positions.

Recruitment of principals to these high-needs schools is similarly challenging because the position requires that principals be highly qualified and experienced in working with diverse

student populations. Yet principals who are highly qualified receive more job offers from schools perceived as “easier,” with more community and parental support. This is a rural district with lower salaries than surrounding and urban districts, yet a high cost of living due to coastal housing prices. These factors greatly diminish the number of applicants for administrative positions. In a recent principal hiring, only four of 32 applicants met the minimum qualifications: previous experience working in a Title I and/or program improvement school, previous experience working with EL students, previous experience working with gifted programs, and a minimum of 2 years experience as a school principal. Of the four only two were interested in an interview and the candidate selected was from Idaho, over 800 miles away.

Serving High Need Students: The proposed project is designed specifically to serve high-need students, as defined by the following characteristics: students living in poverty, students attending high-minority schools, and English learners.

School	% Minority	% Free Lunch	% English Learners
Oceano Elementary	86%	74%	57%
Nipomo Elementary	68%	55%	38%
Dorothea Lange Elementary	62%	42%	26%
Fairgrove Elementary	60%	42%	25%
Mesa Middle School	54%	43%	16%
Dana Elementary	51%	45%	26%

District Data, 2009-2010 School Year

From 45% to 74% of students at the six Lucia Mar TAP Project schools are living in poverty. Students qualifying for free lunch (as opposed to free or reduced price lunch) come from families earning up to 130% of the poverty line, or an annual income for a family of four of \$28,665. Rents in this rural but coastal area are very high, averaging \$1,200 per month for a two-bedroom house, while wages are very low. Students qualifying for free lunch are coming from families who are sharing living quarters and lacking essential food and health care.

All students in the project attend schools with over 50% minority enrollment. These schools, faced with poor families and high numbers of parents who don't speak English, have fewer resources for students. Parents and community members are able to raise much less money than the district's wealthier schools to pay for needed intervention positions that have been cut during the state budget crisis..

At least one-quarter of all students at the elementary schools in this project are still learning English, with a high of 57% English learners. These high-need students require teachers who are not only proficient instructors but also have the knowledge and skills to effectively teach second-language students.

The Lucia Mar TAP Project will specifically increase our ability to serve high-need students at these schools by providing teachers with comprehensive staff development targeted to the needs of their students. The project will reward teachers who effectively serve high-need students by using value-added data that documents their positive effect on students who otherwise might have simply looked "below grade level." Additionally, the district's model of instruction – what good teaching should look like – will be based on the TAP system, a model that is demonstrated to engage students and meet the needs of diverse learners. Using TAP will promote the retention of effective teachers at hard-to-staff schools. TAP has also been demonstrated to increase retention of effective teachers by increasing collegiality and overall job satisfaction and introducing performance pay. Additionally, TAP provides the staff development necessary to work with English learners and high-need students. Adding a recruitment bonus will further increase Lucia Mar's ability to fill vacancies with effective teachers.

This project will greatly enhance the district's ability to determine whether a teacher filling a vacancy is likely to be effective. As TAP is implemented at each site and expanded throughout

the district, teachers will have a history of evaluation that will allow administrators to review their strengths and challenges and to determine whether they would be a strong candidate to work with high-need students and schools. The TAP Skills and Knowledge rubric used for observing teachers covers 19 performance standards and is utilized three or more times yearly by three different evaluators. An additional seven standards are surveyed on the TAP responsibilities survey. The rubric and survey will provide a wealth of information about the teaching abilities of transferring teachers.

The district has recently begun a formal partnership with the College of Education at California Polytechnic State University, San Luis Obispo, the nearest university to the district. This partnership will help to enhance hiring decisions for new staff. The College of Education utilizes the Performance Assessment for California Teachers (PACT) in evaluating pre-service teaching candidates. The Director has reviewed the TAP rubric and determined that it aligns closely with their PACT evaluation. Applicants to Lucia Mar Unified who have graduated from the university, as many have, will already be familiar with the high expectations of the TAP system and will have a portfolio to review that charts their strengths and challenges.

Communication Process: A communication process will be instituted to regularly notify teachers which schools are high-need and which are considered hard-to-staff and therefore have recruitment bonuses. This information will be conveyed through quarterly district newsletters to all staff, regular updates to sites that principals will distribute in their weekly e-newsletter, a dedicated Human Resources webpage, and emails to all district employees from Human Resources. (See Communication Plan, Section 2.)

The District Vision: Why a PBCS: In recent years, the district has struggled to find a vision that will unify the disparate schools while both supporting and challenging teachers. Balancing the difficulties of teaching in high-need schools is the complacency of teaching in middle-class neighborhoods. Neither community had been adequately served by the status quo, in which good teaching exists in pockets but is not advocated or rewarded. The district had spent minimal time asking what effective instruction looks like and what the community's goals for students are.

After hiring a new Superintendent, the Board of Education has endorsed a process to address these issues. The Superintendent, Jim Hogeboom, has spent the last year leading a visioning process with District staff, parents, and community members. The District Planning Team, comprised of the Superintendent, Director of Student Achievement, Director of Categorical Programs, and Assistant Superintendent of Human Resources, first identified the lack of a core mission, vision, and values to drive district-wide improvement.

Equally important, they recognized that the district lacked a model of effective instruction – there was no standard to measure one's teaching and therefore no clear goal for improvement. The current evaluation system is nearly non-existent and does not support good teaching. It is a subjective checklist that is too broad to identify specific strengths and weaknesses, resulting in all teachers being evaluated as “competent” – of the 114 teachers in the proposed project, none are on an improvement plan. In addition, the evaluation can be waived by agreement of the teacher and principal. Fully half of district teacher evaluations were waived last year.

Along with the evaluation deficiencies, there has been no connection between professional development opportunities, evaluation, and an instructional model. Professional development modes lack consistency, ranging from periodic workshops to teachers on special assignment providing support. Topics have also changed frequently, shifting in focus depending on textbook

adoptions, state test scores, and the newest trend. Resource allotment has shifted from year to year, as well.

Community Forums were held during the year to solicit input about the district's goals, with several hundred people attended these forums. Comments were also received online from students, parents, and staff. At the same time, the Superintendent met with the staff of every school site, discussing ways the district could improve the quality of teaching and learning. Similar meetings were held with parent groups, high school students, and local service clubs. A variety of constituencies were invited to complete an online or mailed survey, including parents, staff, and students; local employers, PTAs, service organization, and key government contacts.

This journey complemented the second goal being pursued by the District Planning Team, that of creating an objective evaluation system for faculty. They researched effective models of instruction across the country, learning more about the integration of effective instruction models with human resources, including performance based compensation systems, teacher evaluation strategies, and multiple career paths. This resulted in the identification of the TAP system as a model for the District.

During this time the Planning Team and the larger Vision 2020 Committee members, with additional school board members, administrators, and teachers, visited schools that used innovative methods to improve student learning. Two schools shared their experience with a performance based compensation system (PCBS) using the comprehensive TAP system. These visits excited and inspired participants, who saw first-hand that educational progress and reform are possible with extraordinary benefits for student learning. In the words of one staff member:

“I liked the clarity of the TAP rubric. Everyone understands the skills and abilities we want to produce in students, and what we are measuring in teachers.”

To learn more about the TAP system, the Superintendent and the teacher's union President attended the TAP National Conference held in Washington, D.C. this past March. A TAP Planning Committee made up of teachers, principals, and District administrators was formed to continue learning about TAP and to begin to discuss TAP at the school sites. Nipomo Elementary, which is entering Year 4 Program Improvement, sent the principal and four teachers to the TAP Summer Institute, an in-depth training for schools implementing TAP, to begin charting a course for implementation next year.

A new partnership with the School of Education at California Polytechnic State University, San Luis Obispo was also formed this past year. The School of Education was recently reorganized and is now a part of the College of Science and Mathematics. The new Director is excited to partner with Lucia Mar, and the partnership will result in the addition of pre-service teachers and administrative interns to high-need schools, the creation of science and mathematics professional development opportunities for teachers, and mentoring for experienced teachers who would like to seek National Board Certification. This Certification will add another career level to the district's structure, providing teachers who want to stay in the classroom with a higher professional certification.

The Vision 2020 Committee has worked hard to develop a mission, vision, and values that would inspire the school community and the larger community to challenge all our students. By the end of the year, a compelling vision had taken shape (we call it the "Big Hairy Audacious Goal"), to: *"Become the model school district for 21st century learning in the nation."*

The Lucia Mar TAP Project that is being proposed for TIF funding will provide the means to bring about this vision within our district. It will allow us to achieve our collective goals of improved instructional practices, teacher accountability through a performance-based

compensation system and a rigorous evaluation process, multiple career paths, and a consistent, comprehensive staff development program.

Project Design

1) Strategy for improving the process of rewarding teachers and principals (Priority 1)

Comprehensive Approach to the PCBS (Priority 3)

The goals of the Lucia Mar TAP Project are to:

- 1) Increase student achievement at the six participating school sites.
- 2) Increase teacher effectiveness at the six participating school sites.
- 3) Increase the district's ability to recruit and retain effective teachers and principals.
- 4) Implement an integrated, equitable, and transparent instructionally-focused accountability system for teachers and principals that includes:
 - a performance based compensation system;
 - a clear definition of effective instruction;
 - comprehensive professional development that is explicitly connected to effective instruction;
 - multiple career paths that support teacher growth; and
 - frequent, relevant evaluations.
- 5) To ensure alignment of the performance-based compensation system with evaluation, professional development, and career paths.

To meet these goals, including the implementation of a coherent and integrated approach to a performance-based compensation system, Lucia Mar Unified will partner with the National Institute for Excellence in Teaching to implement TAP: The System for Teacher and Student

Advancement. The TAP system was developed by Lowell Milken and colleagues at the Milken Family Foundation to address the challenge of attracting, developing and retaining talented teachers in high-need schools. First implemented in the 2000-01 school year, TAP is now operated by the National Institute for Excellence in Teaching (NIET), a nonprofit with a mission to ensure “a highly skilled, strongly motivated and competitively compensated teacher for every classroom in America.”

TAP is highly recommended by a range of leading educators of policymakers. President Obama acknowledged the gains seen by TAP, saying:

“...That’s why we’re taking steps to prepare teachers for their difficult responsibilities, and encourages them to stay in the profession. It’s why we’re building on the promising work being done in places like South Carolina’s Teacher Advancement Program.”¹

TAP has been well-received in the national press, as well. TIME Magazine cited TAP as an “impressive model”² for performance based compensation. Assessment of the TAP system shows a clear impact for teachers and students. Erik Hanushek, Senior Fellow, Hoover Institution, Stanford University, noted that:

“The evaluation of TAP schools clearly shows that teachers in the program are significantly better than the average teacher in regular public schools. More TAP teachers are above average in terms of student achievement gains. Fewer are far below. This finding is very notable given the importance of teachers to student achievement.”³

¹ <http://gwdtoday.com/clients/gwdtoday/president-obama-voices-support-for-teacher-performance-pay-spotlights-sout-p12867.htm>

² “How to Make Great Teachers,” TIME Magazine, Feb. 13, 2008.
<http://www.time.com/time/nation/article/0,8599,1713174-1,00.html>

³ Ibid.

This powerful reform model – currently impacting 85,000 students and 7,500 teachers nationwide – is a proven, sustainable teacher effectiveness reform model that creates opportunities for career advancement, professional growth, fair and rigorous evaluation, and competitive compensation for teachers. Eight of the thirty-three first and second round TIF grant recipients are using TAP as their model for reform. TAP has achieved consistent student academic achievement growth in high-need schools over multiple years and has increased the retention of effective teachers while reducing the retention of ineffective teachers (Daley & Kim, 2010).

TAP approaches the multifaceted problem of teacher and principal effectiveness with a comprehensive, aligned approach. TAP intentionally aligns systems for recruiting, promoting, supporting, evaluating and compensating teaching talent to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impact recruitment and retention of effective teachers in high-need schools. TAP aligns four essential elements:

- **Performance-Based Compensation**
- **Instructionally Focused Accountability**
- **Ongoing Applied Professional Growth**
- **Multiple Career Paths**



Performance-based compensation recognizes

instructional performance and student learning growth with performance bonuses.

- Effectiveness is evaluated using multiple measures: classroom observation scores, classroom achievement growth and school-wide achievement growth.

- Achievement growth is measured using value-added methodology.
- Significant compensation averaging over 5% of teacher and principal salaries.

Multiple career paths provide powerful career growth opportunities through new roles and responsibilities (career, mentor and master teacher) and corresponding growth in pay through salary augmentations that recognize additional roles and responsibilities.

- The “master teacher” serves as a full-time instructional leader to the teaching staff, known as “career teachers.” The “mentor teachers” have additional instructional leader duties while still teaching in the classroom. Each site has one master teacher and a mentor teacher for every eight career teachers (two per elementary school, three per middle school).
- Master and mentor teachers form a Site Leadership Team, along with the principal, to deliver school-based professional support and conduct classroom observations.
- Master and mentor teachers receive annual salary augmentations based on their performance of these new roles.
- For teachers who want to stay in the classroom, National Board Certification, with the support of the College of Education at California Polytechnic State University, will provide another career growth opportunity.

Instructionally focused accountability consists of formal and informal classroom observations conducted by mentor and master teachers and the principal.

- A rigorous, transparent, research-based, fair evaluation system. TAP’s evaluation system differentiates effective from ineffective teachers.
- Teachers are observed three or more times each year by multiple certified evaluators and receive immediate feedback for professional growth.

- Leadership teams monitor the reliability and consistency of classroom evaluation scores, allowing for meaningful differentiation in teacher effectiveness.
- Once adopted by the district through collective bargaining, TAP evaluations will become the means by which teachers are evaluated for retention and tenure decisions beyond the project period.

Ongoing applied professional growth means that teachers receive continuous, job-embedded development during the regular school day focused on specific student and teacher needs.

- Teachers participate in one-hour “cluster group” development sessions weekly to learn instructional strategies, analyze student data and engage in collaborative planning focused on specific student needs.
- Teachers receive individual support and coaching from master and mentor teachers.

Through Lucia Mar Unified’s partnership with NIET, fidelity to the TAP model will be monitored on an ongoing basis. NIET staff will regularly conduct site visits and will address issues on-site as they arise. NIET will monitor trends in teacher effectiveness and student achievement at the project sites to identify any broader areas of improvement in professional development. The NIET School Review Process will be conducted annually to measure how fully and effectively TAP is being implemented at each school site and at the district level. NIET Evaluators will review both quantitative and qualitative indicators of fidelity to the TAP system. The quantitative review will include practices and outcomes related to training and certification and basic implementation and structure of the four TAP elements. The qualitative review will include practices and outcomes related to cluster group operations, master/mentor instructional leadership, and principal leadership. The qualitative review will also examine cluster group meeting records and leadership team meeting logs. The annual NIET School Review Process will

conclude with a set of recommendations regarding the areas in which schools are particularly strong or need additional assistance.

The district is committed to the implementation of this model. The top district personnel will all contribute substantial time to the project in-kind. A TAP Project Coordinator position will be created to manage the grant, while an Executive Master Teacher position will oversee staff development. Both personnel will become part of the Curriculum Department under the supervision of the Assistant Superintendent of Curriculum and Instruction (See Section 5 for job descriptions.)

Planning Period

A planning period of 10 months is being requested to complete core element (c) by pilot testing one principal evaluation tool and to further enhance core element (b) by conducting site votes regarding the implementation of TAP. No performance-based compensation will be provided to teachers or principals during the planning period.

Principal Evaluation Tool Plan: While the teacher evaluation system and most of the principal evaluation system will be fully in place at the start of implementation, Lucia Mar will work with NIET during the planning period to pilot and field test one of the mechanisms for principal evaluation. The TAP Leadership Team (TLT) Rubric is a relatively new evaluation tool that should be fully tested prior to tying it to principal performance compensation. (See Section 3 for full description of the TLT Rubric). It is also a key component of evaluation, as it examines the role of the principal in Site Leadership Team meetings, an important part of principal responsibilities that is not measured by other existing instruments. Additionally, Lucia Mar staff have not been trained in the use of the rubric.

The district will test and refine the TAP Leadership Team (TLT) rubric and provide specialized training to evaluators during the planning period. The evaluators of principals will be their supervisor, the Superintendent, with the assistance of the Assistant Superintendent of Curriculum and Instruction and the Assistant Superintendent of Human Resources. These three people will be trained by NIET staff to use the TLT rubric. Since the rubric is new and still in draft form they, along with evaluators at other TAP sites, will make recommendations to NIET for any needed modifications. They will then test inter-rater reliability through use of the rubric on multiple occasions by multiple evaluators. Once they and NIET are satisfied with the reliability and validity of the tool, it will be adopted as a standard part of principal evaluations. While the rubric is being tested, principals will also be trained on the contents of the rubric and will receive professional development in the skills needed to succeed as the Site Leadership Team leader.

Voting Plan: To ensure the success of the project, the District Planning Team would also like even more support from teachers, as evidenced by a vote of the faculty at each site during the planning period, after the teachers have had more opportunities to engage with the TAP system. Each site will need to demonstrate that 75% of teaching staff agree to implement TAP before moving forward.

At the end of October, after site visits and NIET staff visits (described below), a vote of faculty will be taken at each school site. Votes will take place anonymously by paper ballot at a regularly scheduled staff meeting. At least 75% of faculty must vote to implement TAP to proceed with the project at their site. If the vote at any site is less than 75%, additional time will be spent during the planning period in discussing the concerns of that site's faculty. The project

will provide additional site visits, NIET staff visits to the school, and discussion time for faculty. A second vote will take place once all concerns have been addressed.

The planning period will also provide time to approve the compensation and evaluation changes through the collective bargaining process. This will be addressed throughout the planning period until resolution. Based on the collaborative nature of project planning so far and statements of support from the union (see attached commitment letter), district administrators feel confident that the collective bargaining process will result in a successful outcome.

Lucia Mar is excited about the opportunity that a planning period presents. According to NIET, schools that spend time planning often see smoother transitions into the model. During the planning period, several key elements will be put into place. To prepare faculty for this initiative, principals will meet in August to discuss ways of engaging reticent teachers into the TAP model. The Nipomo Elementary principal will share knowledge gained from his attendance at the TAP Summer Institute in June, where this topic was presented.

Three rounds of site visits to experienced TAP schools will take place in September and October. Teams of teachers who have not yet visited a TAP school, along with their principals, will tour successful sites. This will allow teachers to ask questions of TAP teachers and see the outcomes first-hand. An NIET staff member will also attend staff meetings at each site to answer questions and explain the model for those who did not go on a site visit.

A full-day teacher inservices on November 12, 2010 and in June, 2011 will give teachers time to study the TAP rubric in-depth. An Executive Master Teacher will be hired and trained (see job description, Section 5) to provide support to all the schools in hiring mentor and master teachers and initiating staff support for the evaluation process. Principals and the middle school assistant

principal will take an eight day Start-up Training in November, January, and March that will certify them as TAP Evaluators, to use the TAP rubric. Mentor and master teachers hired in the spring will take the certification training in the summer to begin using the rubric in fall, 2011.

We are confident that we will have a successful vote at Nipomo Elementary due to its need to make a significant governance change under state Program Improvement guidelines. This school's TAP implementation will be streamlined, with all components except the performance-based compensation beginning in January, 2011. A site-funded Resource Teacher will take on the master teacher duties for the remainder of the year, as this person is already released from the classroom and has the qualifications to succeed in the position. Two mentor teachers will be hired, and Literacy Support Teachers will rotate through classrooms to provide release time for teacher cluster meetings.

Throughout the planning period, on-site technical assistance visits by NIET will focus on providing just-in-time TAP trainings to district and school administrators, introductory training on the TAP rubrics to faculties, participation on the hiring committee for master teacher positions, and other activities as we determine needs at each site.

i) Valid and reliable measures of student growth

The TAP system uses state assessments to measure changes in student achievement. Value-added analysis is conducted to determine whether growth or lack of growth was due to the teacher and school. The Lucia Mar TAP Project, therefore, will use the California Standards Test, with value-added analysis, to measure growth in student achievement. Students take the California Standards Test annually beginning in second grade. English-Language Arts and

Mathematics are tested at every grade level. For elementary and middle school students, science is tested in the 5th and 8th grades, while history is tested at 8th grade.

For students in Kindergarten through 3rd grade, District benchmark assessments will be used as an alternative measure that is rigorous and comparable across schools. Pre/post benchmark assessments in English-Language Arts and Mathematics have been conducted for the past two years, with students in Kindergarten and 1st grade testing at the beginning and end of the year. In the 2nd through 6th grades, benchmark assessments are given at the beginning and end of each quarter, providing a wealth of mid-year data. District benchmark assessments will continue to be conducted each year to provide an alternative measure of student growth and to give teachers more immediate feedback. The district would also like to develop a 21st Century Learning Skills assessment, in keeping with the district vision to become the model school district for 21st century learning in the nation. This assessment will be pursued once TAP is effectively implemented at all sites.

For information about how the PBCS will use value-added data analysis, please see Section 4, Competitive Preference Priority 4.

ii) Performance awards of sufficient size

Performance awards for both teachers and principals will be sufficiently larger to affect teacher behaviors. Performance awards will be allocated to teachers and principals based on evaluations and value-added academic growth data.

An award fund for each school will be created annually with \$3,000 per teacher allocated, an amount greater than 5% of the average teacher salary. The range of awards will vary, with some being much greater or much less, depending on the number of teachers in the pool and their

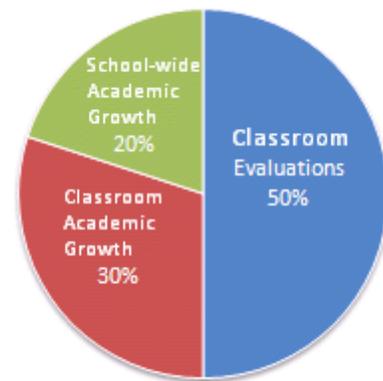
overall performance. When performance awards are combined with salary augmentations for serving as master or mentor teachers, effective teachers will be able to earn total additional awards of up to 20% of their base pay.

For principals, [REDACTED] per administrator will be allocated. This, too, is greater than 5% of the average principal salary. The range of awards will also vary based on each principal's performance, with some principals potentially earning far more and others earning no additional pay.

In addition, recruitment bonuses of \$3,000 will be offered to teachers who transfer to difficult-to-staff schools each year. This will assist in the recruitment of high-quality teachers for our highest need students.

- **Teacher Performance Compensation:**

- 50% classroom evaluation (skills, knowledge, responsibilities score),
- 30% classroom academic growth based on value-added achievement gains OR based on District benchmark assessments/ subject assessments,
- 20% school-wide value-added achievement gains.



Classroom academic growth will be calculated in two different ways, depending on whether the teacher has value-added classroom data. The California Standards Test, California's state assessment, will be used to determine classroom academic growth with value-added analysis. However, the California Standards Test does not start until second grade and two years of testing

are necessary to produce accurate value-added data. Therefore, Kindergarten through 3rd grade teachers will use district benchmark assessment scores to demonstrate classroom academic growth rather than state assessments. For middle school teachers who teach subjects not tested by the California Standards Test, district benchmark and subject assessments will also be used. All calculations are subject to union negotiations during the planning period.

In the TAP system, each of the three performance measures (classroom evaluation, classroom academic growth, and school-wide academic growth) results in a final score on a scale of 1 to 5. With value-added assessment data, one year of growth for a student or school based on prior years' data is considered a 3. For classroom evaluations, a 3 is considered proficient. Teachers will be awarded a prearranged percentage of funds of based on their scores in each of the three measures. Teachers earning less than a 2.5 on a measure will not eligible to receive compensation for that measure, and teachers scoring at a 2 or lower will take part in an improvement plan.

- **Principal Performance Compensation:**

- 50% school-wide value-added achievement gains.
- 25% principal leadership assessment (to be purchased).
- 25% TAP Leadership Team (TLT) Assessment.

For principals, [REDACTED] per principal will be allocated to a performance bonus pool. As with teachers, performance bonuses will depend on effectiveness as measured by two observation tools and the school-wide value-added achievement gains. Principals earning less than a 2.5 on a measure will, like teachers, not be eligible to receive performance-based compensation for that measure. Principals scoring at a 2 or lower will take part in an improvement plan.

iii) How teachers and principals are determined to be effective

The PBCS will reward, at differentiated levels, teachers and principals who demonstrate their effectiveness in improving student achievement. Following is the proposed compensation plan, to be finalized in negotiations with the teacher's union during the planning year.

There will be three components of the PBCS, with the classroom component varying depending on the teacher's grade level and subject: a skills, knowledge, and responsibilities (SKR) score, classroom value-added achievement gains or classroom District benchmark assessments, and school-wide value-added achievement gains. State assessment scores will only be considered with value-added calculations.

For teachers of grade levels and subjects that do not have state assessment scores, District benchmark assessments will be utilized. The district has been developing benchmark assessments over the past several years and is currently administering them on a pre/post basis for Kindergarten and first grade and every trimester for upper grades. During the planning year, the district will investigate the possibility of using value-added calculations with benchmark assessments. This will not be possible for Kindergarten and first grade, however, as value-added calculations require two years of prior data.

The SKR score is based on three or more classroom evaluations during a school year conducted by the mentor teacher, master teacher, and principal, plus a self-evaluation. The TAP *Teaching Skills, Knowledge, and Responsibilities Performance Standards* rubric will be used to determine a teacher's SKR score (see Section 3 for rubric description). A site-based and a district-level appeal process will be created during collective bargaining to settle disagreements regarding the SKR score.

To evaluate principals, a research-based evaluation assessment will be purchased that measures effectiveness and leadership skills. It will provide a detailed portrayal of a principal's performance at many levels. The assessment will examine leadership behaviors and will be conducted by the Superintendent, as the supervisor, with the help of the Assistant Superintendent of Curriculum and Instruction and the Assistant Superintendent of Human Resources, as well as anonymously by teachers. A self-assessment will also be conducted. As with teacher observations, the multi-rater approach will provide a range of viewpoints that allows the principal to compare his or her own ratings against the ratings given by teachers and the Assistant Superintendent of Curriculum and Instruction to gain informative feedback about strengths and challenges. An assessment will be chosen that measures the principal's support of rigorous curricula and high standards, effective pedagogy, professional behavior, a culture of collective responsibility, and a learning community.

2) Involvement and support of teachers, principals, union (core element b)

As part of the vision process described in Section 1, the Superintendent involved teachers and principals from every site in a range of planning opportunities, including visits to innovative schools, TAP trainings, and meetings as a planning group. A consensus formed around TAP as a means to move the district forward, and teachers were excited about the professional growth and career ladder opportunities that TAP would provide. Every school site in the Lucia Mar TAP Project had a principal who was strongly interested, and every site had teacher leaders who expressed commitment to helping implement TAP at their sites. (See attached school site commitment letter.)

Union officials from the Lucia Mar Unified Teachers Association and school site union representatives were also involved from the beginning of the planning process. This was essential, as any solution to the district's lack of an evaluation process needed union agreement for collective bargaining purposes. Union officials attended site visits and the TAP National Conference, and they are very interested in TAP as a model for the district.

The Teachers Association President has given his whole-hearted commitment to this grant application and the TAP system, saying in his commitment letter that,

“After considering the changes in instructional practices, effective teaching, and student achievement growth that TAP could help bring to our district, we would like to express our support for the district's application for the TIF grant.”

With the support of the union, all aspects of TAP related to collective bargaining will be negotiated during the planning period. (See attached commitment letter from Kevin Statom, Lucia Mar Unified Teachers Association President.)

Lucia Mar union members were heartened to learn that TAP is supported by many teachers' unions throughout the nation, from Minneapolis and Chicago to New Orleans and Nashville. TAP is unique in its ten year record of successfully building buy-in and commitment among each school's faculty to this challenging reform. The process for involving teachers and principals in developing and sustaining a strong commitment to reforms creates broad and deep stakeholder support. The American Federation of Teachers (AFT) has supported TAP since its inception and local chapters of both the AFT and the National Education Association (NEA) are active participants in TAP.

TAP incorporates broad support into the program from the beginning, with school sites asked to approve TAP by at least 75% of teachers prior to the adoption of TAP. School votes are

expected to take place in late October, 2010, after more teachers have had the opportunity to visit TAP sites and ask questions of TAP staff. All project principals feel certain that with involvement in planning and the opportunity to ask questions, TAP will be approved by their staff. Right now, many older teachers have retired and younger teachers are eager for professional growth and career ladder opportunities, creating a window of opportunity for acceptance of a new system.

Throughout the planning period, the union and site staff will remain thoroughly involved in the planning process. Union leadership will work with Human Resources to approve the performance based compensation system. Teachers will be trained in the TAP system and then apply to be mentor and master teachers. Cluster groups will be formed to begin the process of staff development.

Core Element a: Effectively communicating the components of the PBCS

Retaining the involvement and support of staff can only happen with a strong communication plan. Schools will communicate extensively both internally and externally about the elements of the TAP system. A multi-faceted approach will be utilized to reach out to teachers, encourage discussion, and ensure clarity.

To increase communication during the planning period and to facilitate site votes, an NIET staff member will attend staff meetings at each site in early October, 2010. Throughout the remainder of the planning period, the Executive Master Teacher will attend staff meetings at each site to present topics about the TAP system and to answer questions. The Executive Master Teacher will return as needed for staff meetings and individual meetings to continue to answer questions for faculty. Written material will be handed out and will be posted on the Human

Resources TAP webpage for reference. As the Site Leadership Team is trained, they will take over the communication responsibilities for their site.

Communication Plan

Type and Recipient	Method	Frequency	Person Responsible
One-to-one discussion and information for staff	Principals, Master Teachers, and Mentor Teachers will dialogue with colleagues	Daily	Principals, TAP Executive Master Teacher
Detailed site and district updates for staff	Site e-newsletter, site staff meetings	Weekly, every other week	Principals, TAP Executive Master Teacher, Site Master Teachers
Discussions to facilitate staff communication, including value-added explanations	Site staff meetings	Every other week	Principals, TAP Executive Master Teacher, Site Master Teachers
District updates for staff and community	Printed district newsletter, press releases, website updates	Quarterly	TAP Project Director
Comprehensive TAP information for all district employees	Dedicated Human Resources webpage	Ongoing	Asst. Superintendent of Human Resources
Communication of vision for staff	All-staff inservices	Twice annually	Superintendent
Recruitment bonus site announcements to staff	Site e-newsletter, districtwide email list, Human Resources webpage	Annually	TAP Project Director and HR Asst. Superintendent
Open House and Back to School Night info. for parents and community	Displays and presentation by principals, master teachers	Twice annually	Principals
Informational presentations at School Board meetings for Board and public	Regular updates and formal presentations to explain the program and progress	Quarterly	TAP Project Director

3) Rigorous, transparent, and fair evaluation systems for teachers and principals

Teachers, administrators, union leaders, and school board members have come together to support the implementation of TAP because it is grounded in an equitable, clear evaluation

system that holds teachers to high expectations and provides them with the feedback and support to meet expectations. The teacher evaluation system is based on two main measurements, classroom evaluations and student achievement growth.

- Classroom Evaluations: Teachers receive three or more observations a year by trained and annually recertified evaluators using an established, research-based rubric. The rubric has 19 indicators and five ratings categories to allow for meaningful differentiation in effectiveness. The combined score of the rubric and a responsibilities survey comprise the classroom evaluation data.
- Student Achievement Growth- Classroom and School-wide: TAP schools measure student achievement growth in the classroom, as well as school-wide growth. CA Standards Test scores are used to measure student achievement. Both classroom and school-wide growth are calculated using value-added formulae.

The principal evaluation system will also be based on two main measurements: leadership evaluations and school-wide student achievement growth. Fifty percent of principals' performance compensation will be based on school-wide value-added achievement gains. The other 50% will be based on results of a principal leadership assessment (25%) and the TAP Leadership Team (TLT) rubric (25%).

The principal leadership assessment will consist of a rubric that measures critical leadership behaviors and rates effectiveness. This rubric will be selected based on having a history of being a valid and reliable tool to measure principal effectiveness and measuring a wide range of principal behavior. It will also have mechanisms for considering input from all site staff, mentor teachers, and the master teacher, as well as a self-assessment. The TAP Leadership Team rubric (TLT) will be used to specifically assess principals' effectiveness in running Leadership Team

meetings (see attached TLT rubric draft). It will be validated by NIET during the planning period, prior to use for evaluation and compensation. Both rubrics will be utilized by the Superintendent, as the principals' supervisor, with assistance from the Assistant Superintendent of Curriculum and Instruction and the Assistant Superintendent of Human Resources to ensure multiple ratings. Principals will be assessed annually with at least two observations.

Core Element c(1): Objective, evidence-based rubric

The *TAP Skills, Knowledge and Responsibilities Performance Standards* are TAP's rigorous classroom evaluation standards. The standards establish a 19-indicator, research-based rubric of effective teaching, spanning the sub-categories of instruction, designing and planning instruction and the learning environment. The rubric offers a content-neutral, objective means to evaluate teacher effectiveness. Combined with a separate responsibilities survey, the rubric and survey form an "SKR score" on which a 50% of performance pay is based. Once adopted by the district through collective bargaining, the TAP Standards will become the means by which teachers are evaluated for retention and tenure decisions beyond the project period.

The TAP rubric is based on two decades of education psychology and cognitive science research focusing on learning and instruction.⁴ The needs of diverse learners are considered throughout the rubric criteria. Higher classroom evaluation scores for teachers during the school year are associated with higher value-added student achievement scores for their students at the

⁴ Rubric is based on the work of Danielson (1996), Rowley (1999), national and state teacher standards organizations, and current teacher accountability systems. For more information, see the TAP Evaluation and Compensation Guide, NIET, www.tapsystem.org.

end of the year. This means that teachers who are observed demonstrating effective behaviors tend to have students showing large gains in student achievement.

Certified evaluators will use a five-point scale, where a score of 1 indicates unsatisfactory performance and a score of 5 indicates exemplary performance on a particular indicator. All teachers will be trained in the details of the rubric and will know the standards to which they will be held accountable before they are evaluated. They will also receive extensive feedback on their performance through post-conferences following the evaluation. The table below illustrates one of the instructional indicators on the rubric.

Example: Academic Feedback Indicator from the Instructional Portion of the TAP Rubric

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Academic Feedback	<ul style="list-style-type: none"> • Oral and written feedback is consistently academically focused, frequent and high- quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student’s progress and provide individual feedback. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> • Oral and written feedback is mostly academically focused, frequent, and mostly high-quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates during instructional activities to support engagement and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> • The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.

The “post-conference” session with their evaluator offers teachers the opportunity to plan how to address any weaknesses and build on strengths identified during the evaluation. In addition,

evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system.

The TAP system of teacher evaluation differentiates effective from ineffective teaching, in contrast to many existing evaluation systems that rate all teachers as satisfactory. The TAP rubric sets high expectations for what effective teaching should look like. And because it is designed to identify a range of proficiency on various indicators, it is not expected that a teacher should receive a score of 5, indicating truly exemplary performance, on every indicator during an evaluation. As a result, there is a wide distribution of individual teacher performance ratings in TAP schools, providing a more accurate representation of teachers' instruction.

For principals, evaluation will similarly be evidenced-based and objective, using two rubrics that have been empirically validated and using multiple, trained raters. Please see Section 3, above, for a complete description of the principal rubrics.

Core Element c(2): Observations of each teacher or principal

Teachers are evaluated by members of the TAP Site Leadership Team (principal, assistant principal, master and mentor teachers) three or more times a year in announced and unannounced classroom observations. To ensure the rigor of these observations, the Site Leadership Team must undergo initial training and certification and annual recertification.

An eight-day, three-part TAP Start-up Training will be provided during the planning period and annually for all Site Leadership Team members. The focus of this specialized training will be on preparing school leaders to become certified evaluators, to evaluate teachers using the TAP rubric. This training will be required for all principals, master teachers and mentor teachers new to TAP, as well as for the District principal evaluation team of the Superintendent, Assistant

Superintendent of Curriculum and Instruction, and Assistant Superintendent of Human Resources. A recertification class will be offered annually.

The TAP Start-up Training will teach Leadership Team members how to use the TAP rubric for evaluation and as a professional growth tool to enhance teachers' instructional skills. In addition, participants will learn the TAP coaching structures of pre and post-conferences. After a practice period, additional training will allow participants to further their skills with the TAP observational rubrics. Leadership Team members will be able to accurately analyze and rate classroom lessons and classroom environments, and plan for instructional conferences that reinforce and refine teacher skills in the area of implementing instruction and establishing productive classroom environments. To become certified, Leadership Team members must take a TAP Certified Evaluator Performance Assessment.

The district principal evaluation team of the Superintendent, Assistant Superintendent of Curriculum and Instruction, and Assistant Superintendent of Human Resources will evaluate principals at least twice annually using the two principal rubrics described above. These evaluators will be trained on the TLT rubric during the TAP Start-up Training and on the second principal effectiveness rubric during the planning period. Recertification will take place annually.

Core Element c(3): Collection and evaluation of additional forms of evidence.

In addition to the evaluation of the *TAP Skills, Knowledge and Responsibilities Performance Standards* and state assessment data, District benchmark assessment data will also be collected and evaluated for teachers. This will provide an additional form of evidence should teachers question the outcome of the primary forms of evaluation.

District benchmark assessments are conducted in Kindergarten and 1st grade testing at the beginning and end of the year. In the 2nd through 6th grades, benchmark assessments are given at the beginning and end of each quarter. District benchmark assessments will continue to be conducted each year to provide an alternative measure of student growth and to give teachers more immediate feedback.

For principals, two evaluation rubrics will be used to provide multiple forms of evidence. An assessment that measures effectiveness as a school leader will be purchased and used along with the TAP Leadership Team (TLT) rubric, which measures effectiveness in leading the TAP site team. (For more information on the principal evaluation rubrics, please see Section 3.)

Core element c(4): Ensure a high degree of inter-rater reliability.

To ensure the fairness and consistency of evaluations, all evaluation data is entered into the TAP Comprehensive Online Data Entry (CODE) system. CODE is an online tool for entering TAP evaluation data and viewing it in different ways. Scores from all three evaluators for a teacher are visible, as well as a teacher's self-evaluation. The CODE database allows Site Leadership Teams to monitor the inter-rater reliability of evaluators and scoring inflation or deflation. It will flag cases where there appear to be discrepancies in teachers' assigned evaluation scores. NIET staff will also conduct audits of CODE to check for inter-rater reliability.

All evaluators must also complete an eight day training to become a certified TAP evaluator and must take an annual recertification training. As part of both of these trainings, evaluators use the rubric in teams to check for inter-rater reliability. Where discrepancies exist, the meaning of

the rubric measures is discussed until evaluators have a clear, shared understanding of the measure.

Teachers' ratings on the TAP rubric will be used for evaluation and performance pay purposes only once three different evaluators have each completed at least one observation, with two recommended and once the teacher has completed a self-evaluation. If there is not a high degree of inter-rater reliability among these scores, additional observations will be conducted and the Site Leadership Team will meet to discuss and align their ratings.

Competitive Preference Priority 4: Value-Added Growth

In the TAP system, student- and school-level academic gains are calculated using the statistical method "value-added," which measures student growth over the year as opposed to a specified level of attainment. Value-added scores summarize the growth and progress of individual students, identifying what the teacher and school have contributed to the students' progress. Value-added growth controls for factors that affect growth external to the school, so schools and teachers can become more accountable for how effectively they teach rather than for circumstances outside their control such as how advantaged or disadvantaged their students were at the beginning of the year. In essence, scores measure how much value the student got from attending the school.

Student achievement scores on the California Standards Test will be analyzed by a third-party value-added service provider. Teachers and principals will receive value-added scores on a scale of 1 to 5. A value-added score of "3" means the school/teacher achieved an average of a year's growth for students. A value-added "4" is one standard error above a year's growth, and a value-added "5" is two standard errors above a year's growth – significantly more growth than

comparable schools. A value-added “2” is one standard error below a year’s growth, and a “1” is two standard errors below. In other words, a value-added score of “2” or “1” indicates that students are learning less than is expected in a given year.

To implement the value-added model, California Standards Test scores will be received from the state and then transmitted via server to the value-added service provider. The service provider will return the value-added scores, which will be imported into the CODE database. This data exchange has been tested successfully in several states that already use the TAP system. Should a back-up system be required, the district’s AERIES student information system houses California Standards Test scores and can be used to import value-added scores into the student records. The District Student Information Systems Manager is qualified and ready to set up this system if needed.

Value-added data analysis can be difficult to understand; the district has integrated the means for explaining the process and how to use the data into the Lucia Mar TAP Project Communication Plan (see Section 2 for full Communication Plan). The Project Director, Andy Stenson, is experienced in instructing Lucia Mar teachers about using data to improve classroom instruction. He will provide initial instruction at an all-teacher inservice day on November 12, 2010. Along with NIET staff, he will train the Executive Master Teacher to provide teachers at every site with additional instruction in using value-added data. The Executive Master Teacher will attend staff meetings at each site to present about value-added data analysis and answer questions. This will include explicit instruction on how to use the data generated to improve classroom practices. The Executive Master Teacher, along with the Project Director if needed, will return as needed for staff meetings and individual meetings to continue to answer questions for faculty.

4) Data-management system that can link student achievement data to teacher and principal payroll and human resources systems (core element d)

To effectively manage data, a sole source provider of evaluation systems will be utilized. The Comprehensive Online Data Entry system (CODE) is a web-based application that manages teacher evaluations and performance-based compensation calculations and is in use in many TAP sites across the country. Master and mentor teachers and administrators, as well as the Human Resources department, will use CODE to enter data, generate analytical reports regarding teacher performance, and calculate compensation. Reports are available by whole site staff, cluster, grade-level, subject level, and individual teacher to assist with the identification of the particular strengths and challenges at a site.

The district will contract with a third-party provider to provide value-added analysis of student scores on the California Standards Test, the state assessment. The classroom and school-level value-added scores will be added to the CODE system, which will then house all data necessary to calculate compensation. Human Resources staff will run reports in CODE that specify the performance pay for each teacher based on their evaluations and value-added data.

The Assistant Superintendent of Human Resources has been a key District Planning Team member for the TIF grant and TAP implementation. With the Assistant Superintendent of Curriculum and Instruction, who oversees raw student achievement data, and the Superintendent, who oversees Payroll, the Assistant Superintendent of Human Resources (HR) has developed a procedure for migrating teacher performance pay information from HR to Payroll. In keeping with district policy to preserve confidentiality, human resources staff will determine the performance bonuses and share this limited information in spreadsheet form with Payroll. HR will retain copies of all teacher and principal accountability data in personnel files.

5) High-quality professional development activities

Core Element e: Understanding measures of effectiveness and receiving professional development

Professional growth is one of the four essential elements of the TAP system. This element is defined as ongoing, job-embedded professional development designed to support teachers in increasing their skills and effectiveness. It must link directly to the TAP rubric used for evaluation and performance compensation, supporting the rubric by targeting areas of growth for individual teachers and clusters, grade levels, and sites. Professional development in TAP schools will be provided by school-based expert master and mentor teachers, with support from the District Executive Master Teacher.

State and district analysis of TAP teacher evaluation data shows that teachers improve their skills throughout the year due to TAP's effective support system. The TAP rubric clearly spells out what effective instruction should look like on each of 19 indicators. By identifying specific areas of improvement with detailed evidence from a teacher's instruction and concrete examples to address these areas, the TAP rubric leads to genuine effort on the part of teachers to improve and, as a result, leads to higher quality instruction. Growth in teacher skills over time increases the level of effectiveness of the entire school and leads to growth in student achievement.

Three full-day teacher inservices, on November 12, 2010 and in June and August of 2011, will provide intensive time for teachers to understand the specific measures of effectiveness that will be used for performance-based compensation. NIET staff will deliver instruction on the TAP rubric elements and teacher Individual Growth Plans. The Project Director will explain the use of the California Standards Test and value-added data analysis. Teachers will discuss and role play the use of the rubric and will compare value-added with regular assessment data to see the

differences. The use of benchmark and subject assessments in place of state assessments will also be discussed.

Principals will receive training from NIET on the TLT rubric that assesses their Leadership Team abilities during the Start-up Training; they will also pilot test the rubric during the planning period. Principals will receive training on the new principal effectiveness rubric once it is purchased (subject to competitive bidding requirements). This training will be scheduled around the TAP Start-up Training dates. For both rubrics, principals will receive training specifically on how to use their evaluation data to improve their effectiveness.

Key aspects of TAP Professional Growth include: individual growth plans, cluster groups, classroom support, mentor and master teachers, district-level support of sites, NIET support of the district, and TAP conferences and institutes. Ongoing professional development and growth opportunities for principals are also integral to the model.

Individual Growth Plans: Individual Growth Plans (IGP) for teachers are formal plans developed with master or mentor teachers that assist teachers in accomplishing their instructional goals that lead to increased student achievement. Each teacher in a TAP school is required to develop and continually update his/her personal IGP. Mentor and master teachers focus their staff development based on individual teachers' IGP goals.

Cluster groups: Every week, master and mentor teachers will lead career teachers in one-hour "cluster groups," small professional development sessions during the normal school day focused on instructional improvement for increasing student achievement. The master teacher will present instructional strategies that they have "field-tested" in colleagues' classrooms, ensuring that strategies are tailored to the specific needs of their students. Data generated from evaluations, state assessments, and district assessments will directly inform professional

development and help develop ineffective teachers into effective teachers. Master and mentor teachers will use CODE data to analyze areas for improvement across the faculty and address these areas of need in weekly cluster meetings.

To release teachers for one-hour cluster group meetings, each school site will utilize three Literacy Support Teachers who will conduct lessons in classes while the teachers are in meetings. Literacy Support Teachers are fully credentialed teachers who provide targeted literacy instruction. When they are not working for the TAP project, they will be in the same teachers' classrooms working one-on-one and in small groups with children. This will give them familiarity with the classes, allowing for a smooth transition when the teacher leaves for a cluster group meeting.

Classroom support: Following each cluster meeting, the master teacher will provide support for teachers including observation and feedback, model teaching, demonstration lessons, and team teaching. Teachers will also receive individualized support in their classrooms in mentoring situations and when needed in accordance with teachers' Individual Growth Plans.

Master teachers: Master Teachers will function in a unique manner compared to the traditional "career" teacher. Each site will have one master teacher who will be released from classroom teaching duties. They will spend 100% of their time planning and delivering professional development at their site. Master teachers will lead cluster groups and provide demonstration lessons, coaching and team teaching to career teachers. Master teachers will collaborate across sites to determine and to develop the adoption of learning resources. They will be partners with the principal in evaluating other teachers. Master teachers will be hired from both within and outside the district, depending on the applicants for the position.

As a member of the Site Leadership Team, master teachers will analyze student data to identify student learning goals; develop a school academic achievement plan; create a school assessment plan, monitor goal setting, activities, classroom follow-up, and goal attainment for cluster groups and Individual Growth Plans; assess teacher evaluation results; and maintain inter-rater reliability. The master teacher will conduct classroom evaluations and pre/post conferencing for both announced and unannounced observations after becoming a Certified TAP Evaluator. They will work closely with the Executive Master Teacher and other site master teachers to enhance their skills and provide their teachers with the most effective instructional interventions and strategies. They will also attend all TAP trainings and professional development meetings.

The master teacher will oversee groups of teachers in developing goals, provide instructional interventions with proven results, facilitate teacher proficiency with these new strategies through classroom-based follow-up, and ensure that the progression of teacher skill development is aligned with changing student learning needs. Support will be provided following every cluster meeting, including observation/feedback, model teaching, demonstration lessons and team teaching following every cluster meeting and in individual teacher mentoring situations, and when needed in accordance with teachers' Individual Growth Plans.

Mentor teachers: Mentor teachers are classroom teachers who take on additional professional development responsibilities at a school site. Each site will have two mentor teachers, except Mesa Middle School which will have three (approximately an 8:1 career teacher to mentor teacher ratio). As Site Leadership Team members, mentor teachers will share responsibility for: analyzing student data to identify professional needs; developing an academic achievement plan; creating a school evaluation plan; monitoring goal setting, activities,

classroom follow-up and goal attainment for cluster groups and Individual Growth Plans (IGPs); assessing teacher evaluation results; and maintaining inter-rater reliability. The mentor teachers will conduct classroom evaluations and pre/post conferences for teacher observations.

The mentor teachers will work with the master teacher to develop the long range cluster plan and weekly cluster group agendas and activities, following the TAP model. The mentor teachers will lead weekly cluster meetings and maintain the cluster group record. As time permits, mentor teachers will also assist the master teacher in providing appropriate classroom follow-up.

With oversight from the master teacher, the mentor teachers will facilitate teachers in developing their goals and acquiring instructional interventions with proven results. They will also be responsible for enhancing teacher proficiency with classroom-based follow-up and for ensuring that the progression of teacher skill development is aligned with changing student needs.

Executive Master Teacher: An Executive Master Teacher will be hired by Lucia Mar immediately to begin providing support to all school sites. Through training, site visits, and research, this position will be expected to quickly develop an in-depth knowledge of TAP and become the expert for the district. The Executive Master Teacher will support each Site Leadership Team, training new mentor and master teachers, coaching principals, answering questions, providing resources, supporting cluster meetings and other professional development, and working directly with site master and mentor teachers to anchor the training process. This person will spend at least 90% of their time at the six school sites.

NIET Technical Assistance: The first year of TAP implementation will be critical to set the tone and expectations for the project. NIET will bring the wealth of experience from the past ten years of launching district and state TAP initiatives to the Lucia Mar TAP Project, particularly

during the crucial first year of TAP implementation. Fifteen days of technical assistance in year one and ten days in the following years will serve to support the successful integration of this model into the district. During the technical assistance visits, NIET staff will support the Project Director, Executive Master Teacher, and Site Leadership Teams through assistance such as informal school reviews, demonstrating the planning and implementation of Master Teacher meetings, assisting in the hiring of master and mentor teachers, training focused on the use of data in making instructional decisions, and coaching leadership team members.

Principal professional growth: In addition to building the capacity of teachers within the classroom, TAP increases the capacity of principals to effectively lead the schools through the development of the Site Leadership Team, comprised of master and mentor teachers and the principal. The Site Leadership Team is structured so that the principal shares responsibility for instructional leadership with master and mentor teachers, while leading the team process. They share responsibilities for developing and monitoring the school's goals and academic plan; planning and implementing weekly "cluster group" meetings; analyzing student data; teacher evaluation and conferences; and monitoring individual teachers' professional growth. This gives each site principal a cohort, eliminating isolation and professional stagnation. The TAP Annual Conference and Summer Institute (described below) will provide annual training opportunities where principals will interact with colleagues from other districts and states.

TAP National Conference: The Site Leadership Team and six additional teachers from each school will attend the annual TAP National Conference. Teachers who need to gain additional understanding of TAP, new teachers, and potential mentor and master teachers will have first priority to attend. The TAP National Conference brings together those implementing the comprehensive school reform model from every level (e.g. state, district, and building leaders

along with career, mentor, and master teachers). The conference provides in-depth trainings sessions geared toward the professional development tenant of TAP and also policy and implementation sessions where participants are able to engage experienced panelists about real scenarios and situations. In addition to the interactive, dynamic sessions, the TAP National Conference provides a networking opportunity for participants to make connections from TAP projects across the nation to serve as additional resources for successful implementation.

TAP Summer Institute: Each Site Leadership Team will attend the annual TAP Summer Institute for training on how to systematically strengthen the skills and effectiveness of their teaching staff and increase student academic achievement. This opportunity to learn and interact with hundreds of TAP participants from across the country will provide valuable professional growth for Leadership Team members, strengthening the program at every site.

TAP Training Portal: The TAP Training Portal is a licensed website that provides teachers with on-demand resources and hundreds of proven instructional strategies to meet the needs of diverse learners, increase their teaching proficiency as measured by the TAP rubric, and utilize data to effectively plan instruction. Master and mentor teachers will demonstrate this website for career teachers, providing whole site and individualized instruction on how to access it and what resources are available.

Adequacy of Support for the Proposed Project

1) Management plan achieves the objectives of the proposed project on time and within budget

Lucia Mar Unified School District has a long history of successful grant administration, including entitlement and competitive grants from both the federal and state government. All grants are managed with the support of the school district's Business Department, which

prepares annual financial statements in accordance with GASB, the Governmental Accounting Standards Board, and successfully passes extensive yearly audits. Competitive federal grants administered by the District have included 21st Century Community Learning Centers, Carol M. White Physical Education Program, and Middle School Drug Prevention Coordinator. Current competitive state grants include Agricultural Vocational Education Incentive Grant, McKinney-Vento Homeless, After School Education and Safety (over ██████████ per year). All state and federal grants have been successfully administered by the district, with no issues noted.

There is strong administrative commitment for this project, as evidenced by the Superintendent spending the past year identifying the TAP model, the substantial district cash and in-kind match totaling over ██████████, and the attached letters of commitment from principals and the School Board President. Principals of participating schools are in full support of the Lucia Mar TAP Project and will take leadership roles on every aspect of the project at their sites, including professional growth, evaluation, communication, and the establishing of multiple career paths.

This will be the first TAP site in California and administrators are very conscious of being a model for the state (see attached support letter from Jack O'Connell, State Superintendent of Instruction). While the Project Director (the Assistant Superintendent of Curriculum and Instruction) will be responsible for the implementation of the project, the Superintendent will ultimately be responsible for the project's success and will take an active leadership role in ensuring that TAP succeeds within the district. The Assistant Superintendent of Human Resources, a key role in the implementation of a PBCS, has participated fully in the TIF planning process and is committed to bringing a consistent, fair, and transparent evaluation system to the district.

A TIF Oversight Committee will be formed to monitor the financial and programmatic aspects of the project. The Committee will be comprised of the Superintendent, Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Human Resources, representatives from the teacher's union, teaching staff, and site administrators, and parent and community representatives. NIET staff will meet at least annually with the Committee to report on the preceding year and plan for the following year. The TIF Oversight Committee will be responsible for utilizing all evaluation results to continually refine and improve the program. The Committee will work with the Project Evaluator to seek out feedback from teachers, principals, parents, and other stakeholders to interpret evaluation results and recommend improvements.

Project Timeline, Part 1

Lucia Mar TAP Project Timeline		2010-2011				2011-2012				2012-2013				2013-14, 2014-15			
Activity/Milestone		Fall	Win	Spr	Sum	F	W	S	Su	F	W	S	Su	F	W	S	Su
10 Month Planning Period	Site visits to experienced TAP schools, 10 staff from each site	Sep/Oct															
	NIET presenters at staff meetings	Oct 1-15															
	Hire District-level staff	Oct															
	Bid and hire evaluator	Nov															
	Executive Master Teacher training	O/N															
	All sites have held staff vote on TAP	Oct 31															
	Start-up Trainings for Site Lead. Teams, new staff in yrs. 2-5	Nov 9-11	Jan 5-7	Mar 7-8	MTs		Nov	Jan	Mar		Nov	Jan	Mar		Nov	Jan	Mar
	Start-up teacher inservices	Nov 12			Jun 13		Aug										
	Nipomo Ele. begins piloting TAP		Jan														
	Compensation and evaluation approved in collective bargaining		Sept-June														
Compensation	Bid/choose value-added provider	Dec-	Jan														
	Test integration of evaluation, HR, and payroll systems		Feb-	May													
	Advertise recruitment bonuses			Mar				Mar				Mar				Mar	
	Performance pay for prior year									Fall				Fall			
	Salary augmentations for career paths. Nipomo pilots with mentors.							Ongoing				Ongoing				Ongoing	
Career Paths	Hire site master and mentor teachers			Apr-May				Apr-May				Apr-May				Apr-May	
	Master and mentor teacher trainings			Mar- Jun				Mar- Jun				Mar- Jun				Mar- Jun	
	Designate salary augmentations - HR to payroll			Jun				Jun				Jun				Jun	

Project Timeline, Part 2

Lucia Mar TAP Project Timeline		2010-2011				2011-2012				2012-2013				2013-14, 2014-15			
Activity/Milestone		Fall	Win	Spr	Sum	F	W	S	Su	F	W	S	Su	F	W	S	Su
Professional Growth	Attend TAP Conf., 10 from each site			Mar				Mar				Mar				Mar	
	Site Lead. Teams attend TAP Summer Institute				Jun				Jun				Jun				Jun
	All sites implementing TAP				Aug												
	Hire Literacy Teachers to cover classes during clusters, Nipomo 1st	Dec			Jun				Jun				Jun				Jun
	Cluster groups meet weekly at sites. Individual Growth Plans.		Nipomo			All sites			Ongoing			Ongoing			Ongoing		
	Practice using TAP rubric and CODE		Feb- Jun														
Evaluation	Begin formal use of TAP rubric and CODE eval system					Aug											
	Bid/choose principal assess. rubric	Nov															
	Train Supt and Asst Sups on principal rubric		Jan-Mar														
	Train Supt and Asst Sups on TAP TLT rubric			Mar 7													
	Teacher observations, 3+ times/yr		Nipomo			All sites			Ongoing			Ongoing			Ongoing		
	Principal observations					Ongoing			Ongoing			Ongoing			Ongoing		
	Hire TAP Project Coordinator	Oct															
Administrative	Hire communications consultant	Oct															
	Communications, district/community	Ongoing				Ongoing			Ongoing			Ongoing			Ongoing		
	Attend 2 TIF grantee meetings	Fall		Spr		Fall		Spr		Fall		Spr		Fall		Spr	
	NIET External School Review								Jun				Jun				Jun
	TIF Oversight Committee	Oct	Jan	Apr	Jul	Oct	Jan	Apr	Jul	Oct	Jan	Apr	Jul	Oct	Jan	Apr	Jul
	Report to Dept. of Ed.				Sum				Sum				Sum				Sum
	Local evaluation reports				Jul				Jul				Jul				Jul

Key Project Staff

The TAP Project Coordinator will be a 1 FTE position in the Curriculum Department (see attached job description). This person will work with the Project Director on all requirements of the grant, monitoring compliance with the Department of Education and the TAP system. The Project Director will oversee this position. The Coordinator will:

- Monitor expenditures and communicating regularly with the Lucia Mar Business Office;
- Work with Project Evaluator to integrate process and outcome data collection;
- Coordinate with Human Resources, Payroll, and Instructional Technology to ensure a smooth transition with the new data systems;
- Schedule and support professional development trainings with TAP, working with school sites and District administrators to identify calendar conflicts;
- Implement the Communication Plan and check in weekly with site staff to ensure that communication with teachers is ongoing and effective;
- Schedule and support the TIF Oversight Committee;
- Attend TIF grantee trainings and report to the Department of Education annually and as required.

Another position that is central to the implementation of the Lucia Mar TAP Project is the District Executive Master Teacher (see attached job description). This will be a 1 FTE position in the Curriculum Department, overseen by the Project Director. The District Executive Master Teacher is a TAP position that supports the individual school sites as they implement the entire system. This person will spend at least 90% of their time at the six school sites and duties will include:

- Training school-based leadership teams;
- Conducting regular site visits to each school site;
- Working directly with site master and mentor teachers to anchor the training process;
- Providing resources for master and mentor teachers;
- Supporting TAP professional development, cluster meetings, and other TAP implementation with teachers.

Each site will hire one master teacher (1 FTE) and two mentor teachers (classroom teachers with a salary augmentation for additional responsibilities), with the middle school hiring 3 Mentor Teachers due to a larger staff size. Master Teachers must be able to demonstrate their ability to achieve student growth. See Section 5 and the attached job descriptions for complete descriptions of master teacher and mentor teacher responsibilities.

2) Key personnel qualifications and time commitments

The Project Director, Andy Stenson, is the Assistant Superintendent of Curriculum and Instruction for Lucia Mar Unified. He has worked within the district for the past 14 years as principal, assistant principal, teacher, and Assessment TOSA (Teacher on Special Assignment). Mr. Stenson has always worked at high-need schools with large numbers of English learners. He has been instrumental in moving the district toward data-driven instruction, implementing a district-wide data analysis system and training staff on the effective use of educational data. As Assistant Superintendent of Curriculum and Instruction, he initiated district benchmark assessments in mathematics and language arts each trimester for all elementary schools. Data from these assessments is analyzed and returned to teachers quickly so they can alter their instruction based on results. Mr. Stenson will spend at least 10% of his time on the Lucia Mar TAP Project, an in-kind contribution. (Please see attached resume for further qualifications.)

As Project Director, Mr. Stenson will work closely with NIET senior management, other district administrators, and school principals to support and oversee all aspects of TAP operation. He will be supported in this role by the TAP Project Coordinator, a full-time staff position within his department. Mr. Stenson will supervise the district-level positions of District Executive Master Teacher and TAP Project Coordinator, ensure that district-level positions are properly trained, conduct principal observations, and ensure that the TAP system is being implemented with fidelity. Mr. Stenson oversees the Instructional Technology Coordinator and will maintain coordination between Human Resources and Instructional Technology, where student and teacher achievement data is housed.

The Superintendent, Jim Hogeboom, is also a key leadership position for this project. Mr. Hogeboom has spent the past two years helping the district to identify the need for greater teacher accountability to increase student achievement. He has also led the drive to form a compelling vision for the district. Mr. Hogeboom served as Assistant Superintendent in Corvallis, where he was involved in many of the same issues of needing to maintain a strong vision during financial cutbacks. He has also been a middle school principal and a high school social studies teacher. He will spend at least 10% of his time on the Lucia Mar TAP Project, an in-kind contribution.

Assistant Superintendent of Human Resources Michelle Ellis is uniquely qualified to guide the district through the alignment of TAP components. She taught high school for 15 years and then worked at a County Office of Education as a Program Specialist in curriculum, program design, and staff development. After working as a K-8 school principal, Ms. Ellis entered human resources training. As head of Human Resources in a previous school district, she worked with the union to completely redesign a new performance evaluation tool and approve it through the

collective bargaining process. Ms. Ellis will spend at least 5% of her time on the Lucia Mar TAP Project (district in-kind).

Qualifications of Master Teachers will be rigorous to ensure that only the strongest teachers are selected. Mentor Teachers must also be strong teachers with a demonstrated ability to increase student achievement. Please see attached Job Descriptions for complete requirements.

A Project Evaluator will be hired to develop and implement a process and outcome evaluation of the grant project. Qualifications are provided in the attached Job Description.

3) Applicant support with funds provided under other Federal or State programs and local financial or in-kind resources, fiscal sustainability (Priority 2)

The Lucia Mar TAP Project will be supported by the school district with an increasing percentage of financial resources, as well as with sustained in-kind resources. A total of [REDACTED] over four years will be directly contributed to performance based compensation, with the first year being a planning year. In year two, the first year of the PCBS, the district will contribute nearly 25% of the cost of the performance awards ([REDACTED] spread in the budget between the awards and the fringe benefits). In year three, Lucia Mar's contribution will be 48%, increasing to 73% in year four and 98% in year five. (See Budget Justification.) This cash match demonstrates the district's acceptance of the responsibility to continue providing performance-based compensation during and beyond the project period to teachers and principals. District administrators and union representatives will enter collective bargaining for this project with full faith in the long-term maintenance of the performance bonus system.

In addition, nearly [REDACTED] in in-kind personnel costs will be contributed to the project in Year One and over [REDACTED] in subsequent years. Of this, over [REDACTED]0 in the first year and approximately [REDACTED] in each additional year will be from Federal categorical funds, with the

remainder from the District general fund. The Project Director and the Superintendent will each devote 10% FTE to TAP and the TIF grant, ensuring that the grant is administered well and the comprehensive system is implemented with fidelity. Two teachers on special assignment, one who focuses on assessment and one who works with beginning teachers, will each spend 20% FTE on TAP, working with the evaluation and professional development aspects, respectively. The Instructional Technology Coordinator will spend 5% FTE establishing the data systems, merging data, and providing technical support. Between the Curriculum Department, Instructional Technology Department, and Superintendent's Office, at least 25% FTE of secretarial time will be contributed. Finally, Nipomo Elementary will start implementing the program immediately during the planning year to assist with their emergence from Program Improvement status. To aid with this, they will convert a Resource Teacher position to a Master Teacher for the first year. This will prevent someone from having to leave a classroom teaching position after two months of school, if the project is funded.

4) Grant amount and project costs are sufficient and reasonable

Project costs have been carefully calculated to include all necessary expenses for implementing the TAP system with full fidelity to the model according to NIET. In addition, the costs of communication with teachers and the community, evaluation, start-up supplies, and a planning period have been budgeted for. The planning period includes sufficient funds for at least half of the teachers to travel to experienced TAP sites to learn more and gain greater buy-in. Costs of an evaluation database, value-added data analysis provider, and principal evaluation rubric have also been built in, as these items are not provided by NIET.

A cash match of over [REDACTED] dollars is being provided by the school district to pay an increasing share of the performance-based compensation. By Year 5, the district will pay 97% of

the performance-based compensation costs. In-kind funding of over [REDACTED] per year ([REDACTED] in Year 1) will also be provided by the district through staffing dedicated to the project. Total cash and in-kind match is over \$ [REDACTED] (Please see attached budget justification for additional detail.)

Quality of Local Evaluation

1) Strong and measurable objectives

The local evaluation will measure the effectiveness of the Lucia Mar TAP Project in achieving the project goals through specific, measurable performance objectives related to each goal.

Goal	Objective	Measurement
1) To increase student achievement at the six participating school sites.	Increase student scores on the California Standards Test by 10% per year.	State student assessment data with value-added analysis, district benchmark assessments, teacher surveys
2) To increase teacher effectiveness at the six participating school sites.	All teachers will achieve proficiency on the TAP rubric after three years of review.	TAP Teaching Skills, Knowledge, and Responsibilities Performance Standards (rubric), TAP Leadership Team surveys
3) Increase the district's ability to recruit and retain effective teachers and principals	Reduce involuntary transfers to zero.	HR transfer records
	A 100% increase in the number of qualified principal applicants for job openings.	HR job application records
4) To implement an integrated, equitable, and transparent instructionally-focused accountability system for teachers and principals that includes: a) a performance based compensation system; b) a clear definition of	a) Successful completion of collective bargaining process for performance based compensation.	a) union contract, 2011-2012 school year and subsequent years
	b) Successful completion of the collective bargaining process to establish the TAP rubric as the teacher evaluation tool for HR.	b) union contract, 2011-2012 school year and subsequent years

effective instruction; c) comprehensive professional development that is explicitly connected to effective instruction; d) multiple career paths that support teacher growth; e) and frequent, relevant evaluations.	c) Successful implementation of all aspects of TAP professional development through partner NIET.	c) Inservice and cluster meeting sign-in sheets, conference attendance records, start-up training attendance, staff surveys
	d) Successful completion of the collective bargaining process to establish mentor and master teacher positions.	d) union contract, 2011-2012 school year and subsequent years
	e) Successful implementation of the TAP rubric with three or more evaluations per teacher per year.	e) union contract, 2011-2012 school year and subsequent years, CODE database records of evaluations per teacher
5) To ensure alignment of the performance-based compensation with evaluation, professional development, and career paths.	Implementation of the TAP system with fidelity to the model.	Annual NIET School Review, staff surveys and key informant interviews

In addition to these local goals and objectives, the project will fulfill GPRA reporting requirements by tracking:

- changes over time in the percentage of teachers and principals in high-need schools who have a record of effectiveness, and
- changes in the percentage of the district’s personnel budget that is used for performance-related payments to effective teachers and principals.

2) Evaluation data are quantitative and qualitative

The local evaluation will utilize both quantitative and qualitative evaluation data and will examine both process and outcome questions. Quantitative outcome data will include the TAP rubric scores for individual teachers and for school sites in the CORE database; individual student and school-wide California Standards Test scores with value-added analysis; individual student and school-wide district benchmark scores; percentage of effective teachers and principals; percentage of personnel budget used for performance-related payments; number of

involuntary transfers; and the number of job applications for principal openings. Quantitative process data will include the number of teachers in the program; hours per week spent in cluster groups; number of teachers mentored and hours spent being mentored; number of evaluations per teacher and number of evaluators; the hours of training for administrators, mentor and master teachers, and career teachers; and satisfaction survey data.

Qualitative data will include teacher lesson plans, student artifacts, observation notes, interviews of key stakeholders regarding teacher effectiveness and student achievement, teacher and administrator survey comments regarding student achievement, Site Leadership Team survey comments regarding teacher effectiveness, and satisfaction survey comments about TAP implementation.

3) Evaluation procedures ensure feedback and continuous improvement

To ensure feedback and improvement, an outside evaluator will be hired to refine and implement the evaluation plan (see attached job description). The evaluator will design surveys for all key stakeholders to measure satisfaction with the TAP model, district implementation, and site implementation. Program improvement questions will be asked: “Is the program operating as planned? Are stakeholders satisfied? What are the strengths and areas needing improvement?” Clarification of quantitative data will also be sought from participants.

Stakeholder	Survey Topics
Teachers	TAP model, TAP rubric, master and mentor teacher role, performance pay, logistics, effects on student achievement
Master/Mentor Teachers	TAP model, TAP rubric, Executive Master Teacher role, Site Leadership Team, performance pay, master and mentor teacher roles, district support, logistics, effects on student and teacher achievement
Principals	TAP model, TAP rubric, master and mentor teacher role, Executive Master Teacher role, Site Leadership Team, performance pay, district support, logistics, effects on student and teacher achievement and recruitment/retention
District Administrators	TAP model, TAP rubric, master and mentor teacher role, Site

	Leadership Teams, district staff roles, performance pay, logistics, effects on student and teacher achievement and recruitment/retention
Parents/Community	Effects on student learning and teacher quality, perception of performance pay, perception of TAP, implementation logistics

Evaluation data will be reported as it is collected and analyzed so that it can be used by project staff and the TIF Oversight Committee on an ongoing basis to monitor progress towards goals and outcomes, suggest improvements and refinements, and strengthen the program as a whole. A formal evaluation report will be presented annually to the TIF Oversight Committee and the Lucia Mar School Board, with formal updates at TIF Oversight Committee quarterly meetings. Results of the annual evaluation report will be disseminated to all staff and the public via staff meetings, e-newsletters, the district website and the district newsletter.

Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **Lucia Mar High-Need** Pages: **2** Uploaded File: **Lucia Mar High Need.pdf**

High-Need Schools Documentation

Lucia Mar Unified School District TIF Grant Application

Free and Reduced-Price Lunch Rates, All Lucia Mar TAP Project Schools

School	Number Enrolled	Number F/R Lunch	F/R Lunch Rate
Nipomo Elementary	473	344	73%
Dana Elementary	593	387	65%
Mesa Middle School	527	308	59%
Dorothea Lange Elementary	603	353	59%
Oceano Elementary	463	420	91%
Fairgrove Elementary	471	297	63%

**April 27, 2010 Student Eligibility Report Data, NutriKids Database*

Lucia Mar 2009-2010

Student Eligibility Report

4/27/10

Buildings	Student Eligibility							Eligibility by Application Type			
	Total	Free		Reduced		Full		F & R Apps	Direct Certified	Denied Apps	Temp Apps
		#	%	#	%	#	%				
AG County	16	5	31%	3	19%	8	50%	7	1	0	1
Arroyo Grande High School	2158	595	28%	234	11%	1329	61%	616	212	44	26
Branch Elementary School	303	43	14%	22	7%	238	79%	45	20	3	0
Dana Elementary School	593	269	45%	118	20%	206	35%	242	145	19	14
Dorothea Lange Elementary	603	253	42%	100	17%	250	41%	260	92	3	14
Fairgrove Elementary	471	200	42%	97	21%	174	37%	211	86	16	12
Grover Beach Elementary	505	284	56%	95	19%	126	25%	269	110	12	8
Grover Beach Special Day Class								0	0	0	0
Grover Heights County	17	7	41%	2	12%	8	47%	8	1	1	0
Grover Heights Elementary	508	205	40%	66	13%	237	47%	170	101	7	6
Harloe Elementary	630	205	33%	64	10%	361	57%	183	86	16	9
Judkins Middle School	492	171	35%	57	12%	264	53%	164	64	9	7
Lopez Continuation High School	178	93	52%	24	13%	61	35%	67	50	4	1
Mesa County	10	3	30%	1	10%	6	60%	3	1	0	0
Mesa Middle School	527	225	43%	83	16%	219	41%	222	86	15	6
Mesa View Community	90	59	66%	21	23%	10	11%	50	30	5	1
Nipomo Elementary	473	260	55%	84	18%	129	27%	208	136	8	5
Nipomo High School	1082	351	32%	132	12%	599	56%	357	126	19	12
Nipomo High School County	20	6	30%	2	10%	12	60%	8	0	2	0
Ocean View Elementary	592	81	14%	46	8%	465	78%	92	35	6	8
Oceano County	28	8	29%	5	18%	15	53%	12	1	1	0
Oceano Elementary	463	343	74%	77	17%	43	9%	302	118	10	5
Paulding Middle School	628	157	25%	76	12%	395	63%	178	55	18	11
Shell Beach Elementary	393	58	15%	24	6%	311	79%	54	28	6	2
Total	10,780	3881	36%	1433	13%	5466	51%	3728	1584	224	148

** Totals may vary based on Mid-Day Eligibility Changes

Results	Application Totals						
	Income	Foster	Case #	Homeless	Per Admin.	Migrant	Runaway
Free Applications:	1065	75	75	108	0	80	0

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **Lucia Mar Commitments** Pages: **10** Uploaded File: **Lucia Mar commitment letters.pdf**

June 9, 2010

Greetings Secretary of Education Duncan:

We are writing to express our support of the Lucia Mar Teacher Incentive Fund Grant application. This grant could help implement "TAP: The System for Teacher and Student Achievement (TAP) in up to six schools in the Lucia Mar Unified School District. Teachers, principals, and district administrators have visited other schools and districts this year to help decide what changes would be most effective to support our district goal to be a model of 21st century learning.

After considering the changes in instructional practices, effective teaching, and student achievement growth that TAP could help bring to our district, we would like to express our support for the district's application for the TIF grant. The National Institute for Excellence in Teaching will provide the guidance, structure, staff development, and technical support necessary to effectively implement a differentiated compensation system that is integrated, effective, and conforms to the California Education Code and our contract with the district.

In addition, we would like to express our support for the District's Teacher Incentive Fund Grant application to fund this program. The grant would give our school district the opportunity to bring the TAP program to our school, including the creation of a pilot system that provides teachers and principals focused staff development, a clear model of instruction, a rigorous and fair evaluation system, and improved communication around teacher expectations. Working together, we are confident that we can develop a system that will promote student achievement and high-quality teaching.

We are excited about this opportunity and glad to be a part of the planning team. We look forward to the positive changes that the grant could bring to student achievement levels and school environments.

Sincerely,



Kevin Statom
President,
Lucia Mar Unified Teachers
Association



OFFICE OF THE SUPERINTENDENT
LUCIA MAR UNIFIED SCHOOL DISTRICT
602 Orchard Street, Arroyo Grande, CA 93420
(805) 474-3000 Ext.1080 FAX (805) 481-1398

June 11, 2010

Dear Secretary of Education Duncan:

The Lucia Mar Unified School District is very pleased to apply for the Teacher Incentive Fund (TIF) grant. We have been looking for ways to help improve the quality of our teaching and instruction, and we are very excited about the opportunity to use the TAP System for Teacher and Student Achievement as a model to help us reach this objective. This year we have investigated various means to improve the quality of our instruction and student achievement, and so we have created a new district mission, vision and values; adopted 21st Century Learning Skills in addition to content standards; visited innovative and progressive schools throughout California as well as other states, and held Community Forums during the year with our community and higher education partners. Our district has conducted these activities in a collaborative fashion, as our school board members, district office staff, principals, teachers, classified staff, students, parents and community members have all participated in our efforts to move our district from good to great to try and dramatically improve student learning.

As we have investigated the TAP system, we have become more and more encouraged about the possibility that this model will be a key trim tab that will help us to achieve our goals of improved instructional practices, more effective feedback, regular review of data, peer coaching, and a performance based bonus pay system based on a very strong rubric of effective instruction and student growth. This model is one we want to pilot at five of our elementary schools and one of our middle schools to see how it can improve student achievement. These schools include Mesa Middle School, Dana Elementary, Fairgrove Elementary, Lange Elementary, Nipomo Elementary and Oceano Elementary. The Teacher Incentive Fund Grant would provide us with the means to bring about this important change, and the planning year would help us to put the TAP model in place in a thoughtful and considered manner at these school sites.

We appreciate this opportunity, and hope you will strongly consider our application. The signatories below, which include the principal and teachers from each of the six pilot schools, strongly support the idea of using the TAP system to improve our teaching, and are hoping that a TIF grant will be forthcoming to help us move forward.

Sincerely,

[Redacted signature area]

Burt Wilk
Signature

Principal
Position

Nipomo
School



Dana
School

[Signature] Principal
Signature Position

Dana
School



Dana
School

[Signature] Principal
Signature Position

D. Lange
School

[Signature] Principal
Signature Position

D. Lange
School



MESA MIDDLE
School



Mesa Middle
School

[Signature] Principal
Signature Position

Mesa Middle School
School



Fairgrove
School

[Signature] Principal
Signature Position

Oceanro
School



Oceanro
School



BOARD OF EDUCATION
LUCIA MAR UNIFIED SCHOOL DISTRICT
602 Orchard Street, Arroyo Grande, CA 93420
(805) 474-3000 Ext.1080 FAX (805) 481-1398

June 22, 2010

Secretary Duncan
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Secretary of Education Duncan:

The Lucia Mar Unified School District would like to express our solid support for our District's Teacher Incentive Fund (TIF) grant. One of our main board goals this year has been to develop a compelling mission, vision and values that will guide our district forward for the next ten years. This initiative, called "Vision 2020," started by asking the question, "What skills do our students need to be successful in the 21st Century?" As part of this process, we have held community forums, visited every one of our 17 schools to get their input, established an oversight committee, and visited highly successful schools and districts that were trying innovative and creative new ways of teaching and learning. As a result, the Board of Education has adopted 21st Century Learning Skills that, in tandem with content standards, foster high levels of student achievement that will result in lifelong success.

These efforts have resulted in the identification of the TAP System for Teacher and Student Achievement as a model to increase student achievement and support effective teaching. TAP is a comprehensive system that provides differentiated compensation within a structure of focused staff development, a clear model of instruction, a rigorous and fair evaluation system, and improved communication around teacher expectations.

The Teacher Incentive Fund Grant will provide funding for six pilot school sites to implement the TAP System. The TIF grant will allow us to provide the kind of training and staff development that will not only impact the six pilot schools, but every school in our district. We believe that the Teacher Based Compensation System is also a key part of this system that will lead to dramatic change and improvement in teaching and learning in our district. This will be a first for California – no California public school district has yet adopted TAP, though it is being successfully integrated into districts in many other states with striking results for student achievement and instructional practice.

Secretary Duncan/U.S. Department of Education

Page 2

June 22, 2010

I urge you to join me and our school board in supporting the citizens of southern San Luis Obispo County by awarding Lucia Mar Unified School District a TIF grant. The children of the region will benefit greatly from this enormous step forward in improving teaching and increasing student achievement.

Thank you in advance for your support of this project.

Sincerely,

A handwritten signature in cursive script that reads "Colleen Martin".

Colleen Martin, President

Lucia Mar Unified School District Board of Education



The System for Teacher
and Student Advancement

Teacher Incentive Fund Grant Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the National Institute for Excellence in Teaching (NIET), and Lucia Mar Unified School District (LMUSD).

The purpose of the partnership is to develop and implement goals for TAP™: The System for Teacher and Student Advancement, a project that will be funded through a federal Teacher Incentive Fund (TIF) grant. The primary purpose of this project is to implement a comprehensive performance-based compensation system for teachers and principals to help increase educator effectiveness and improve student achievement in high-need schools. TAP accomplishes this goal by implementing TAP, a systems reform to identify, recruit, develop, place, reward and retain highly effective teachers. NIET will work with LMUSD to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

- Increase student achievement at the six participating school sites.
- Increase teacher effectiveness at the six participating school sites.
- Implement an integrated, equitable, and transparent instructionally-focused accountability system for teachers and principals that includes a performance based compensation system; a clear definition of effective instruction; comprehensive professional development that is explicitly connected to effective instruction; multiple career paths that support teacher growth; and frequent, relevant evaluations.

To achieve the goals mentioned above, LMUSD will agree to the following terms throughout the grant award period (2010 – 2015).

Lucia Mar Unified agrees to perform the following activities:

1. Intentionally implement the four TAP elements outlined in the *TAP Implementation Guide* and which are consistent with state and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by NIET
2. Commit to hiring effective candidates to participate in all grant activities;
3. Implement the TAP system with fidelity to the model as measured annually by NIET School Reviews;
4. Ensure adequate funding in budget for NIET services provided based on the agreed upon terms in the Cost Service Agreement. Including, but not limited to, ongoing training, annual school reviews, attendance at TAP Annual TAP Conference and TAP Summer Institutes.
5. Appoint a person in a leadership position who will serve as the primary liaison to NIET for TIF grant responsibilities;

NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING
1250 Fourth Street * Santa Monica * CA 90401-1366
office: (310) 570-4860 * fax: (310) 570-4863

www.tapsystem.org

6. Promote and participate in the specific activities listed in the TIF grant;
7. Work in collaboration with NIET on all grant activities;
8. Give priority to accomplishing the activities in collaboration with NIET;
9. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;
10. Adopt consistent policies across participating TAP schools.

NIET agrees to the following:

1. Assign specific staff to serve as a liaison to partner LEA;
2. Promote and participate in the specific activities listed in the TIF grant;
3. Work in collaboration with partner LEA on all activities;
4. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

TERMS

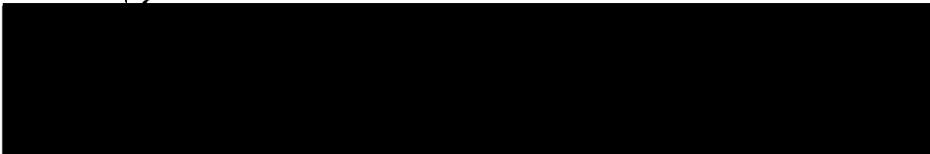
This MOU binds NIET and LMUSD to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

COSTS

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.

Jim Ryerson
Lead Partner (LMUSD) Superintendent

6/24/10
Date



6/24/10
Date

Colleen M. Martin
President of the LMUSD Board of Education

06/24/10
Date

Gary Stark
National Institute for Excellence in Teaching, President

6/24/10
Date

LOIS CAPPS
23RD DISTRICT, CALIFORNIA

1110 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-0522
(202) 225-3601

COMMITTEE ON
ENERGY AND COMMERCE

COMMITTEE ON
NATURAL RESOURCES



Congress of the United States
House of Representatives

- DISTRICT OFFICES
- 1411 MARSH STREET, SUITE 205
SAN LUIS OBISPO, CA 93401
(805) 546-8348
 - 301 EAST CARRILLO STREET, SUITE A
SANTA BARBARA, CA 93101
(805) 730-1710
 - 2675 NORTH VENTURA ROAD, SUITE 105
PORT HUENEME, CA 93041
(805) 985-6807

June 30, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to enthusiastically endorse the Lucia Mar Unified School District's Teacher Incentive Fund grant request. This grant request would help implement TAP: The System for Teacher and Student Achievement in up to six schools in the Lucia Mar Unified School District in the 23rd Congressional District which I represent.

Lucia Mar staff have spent the past year researching and visiting highly successful, innovative schools and considering how aspects of these schools could be integrated throughout the district. Community forums have been held to include community members in a collaborative planning process. The new mission, vision and values that have been created highlight the will of the district to rethink old ways of instruction. As a result, the Board of Education has adopted 21st Century Learning Skills that, in tandem with content standards, foster high levels of student achievement that will result in lifelong success.

The above efforts have resulted in the identification of the TAP system as a model to increase student achievement and support effective teaching. The Teacher Incentive Fund Grant will provide funding for six pilot school sites to implement TAP. This will be a first for California—no California public school district has yet adopted TAP, though it is being successfully integrated into district in many other states with striking results for student achievement and instructional practice.

The Lucia Mar Unified Teachers Association President, Kevin Statom, is in support of the TIF grant application. In addition, according to the TAP Implementation Manual, "Schools/districts must solicit approval for the TAP system from a consensus of faculty." TAP suggests and Lucia Mar will require that 75% of the teachers approve of using the TAP system.

PRINTED ON RECYCLED PAPER

Thank you for your consideration of this important matter. It is without hesitation that I recommend fair consideration of this application, consistent with all relevant rules and regulations of the Department of Education.

Sincerely,

A handwritten signature in black ink that reads "Lois Capps". The signature is written in a cursive, flowing style.

LOIS CAPPS
Member of Congress



CALIFORNIA
DEPARTMENT OF
EDUCATION

JACK O'CONNELL

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

June 24, 2010

Arne Duncan, Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

It is my pleasure to write in support of Lucia Mar Unified School District's (LMUSD) efforts to secure funding through the Teacher Incentive Fund (TIF).

LMUSD seeks to implement the Teacher Advancement Program (TAP), a system for improving teacher and student achievement. The TAP is a comprehensive system that provides differentiated compensation within a structure of focused staff development, which includes a clear model of instruction, a rigorous and fair evaluation system, and improved communication around teacher expectations.

At a time when many districts in California are implementing new strategies to improve educational outcomes, it is important for researchers and educators alike to have examples to draw from when judging efficacy and applicability of new programs. As the first district to adopt TAP, LMUSD will serve as a test case for other districts interested in implementing similar programs. As a district with varied socio-economic status, race, and English-language proficiency, LMUSD will also provide an excellent opportunity to determine the effectiveness of TAP in closing California's persistent achievement gap.

I am confident that LMUSD can successfully implement the TAP system, thereby increasing student achievement and teacher effectiveness. Moreover, I believe that this project will provide quality feedback on the effectiveness of TAP in a California setting. It is for these reasons that I write in support of LMUSD's application for funding. Please contact me if you have any questions regarding this letter.

Sincerely,

JACK O'CONNELL

JO:dr

cc: Julian Crocker, Superintendent, San Luis Obispo County Office of Education

Project Narrative

Other Attachments

Attachment 1:

Title: **Lucia Mar Attachments** Pages: **14** Uploaded File: **Lucia Mar Attachments.pdf**

Andy Stenson

Contact Information

[REDACTED] [REDACTED]
[REDACTED] [REDACTED]

Objective

Continued Leadership in Education

Experience

1996-2003 North Oceano Elementary Grover Beach, CA

Classroom Teacher

- Taught 2nd, 3rd, and 4th grades
- GATE Coordinator; Intervention Coordinator

2003-2004 Lucia Mar Unified School District Arroyo Grande, CA

Teacher on Special Assignment - Assessment

- Implemented district-wide data analysis system
- Trained staff on effective use of educational data

2004-2007 Judkins Middle School, LMUSD Pismo Beach, CA

Assistant Principal

- High need population: over 100 English Learners, 50% Free/Reduced Lunch
- Upon gaining position, site was in state sanctions (Program Improvement). Met all state goals in all three years in position, exited Program Improvement

2007-2009 Fairgrove Elementary, LMUSD Grover Beach, CA

Principal

- High need population: over 100 English Learners, 60% Free/Reduced lunch

2009-present Lucia Mar Unified School District Arroyo Grande, CA

Assistant Superintendent, Curriculum and Instruction

- Oversee, supervise all areas related to student achievement
 - Principal evaluations, Instructional Technology

Education

1989-1991 Hancock College Santa Maria, CA

1991-1993 Cal Poly, San Luis Obispo San Luis Obispo, CA

1994-1996 Winona State University Winona, MN

- Bachelor's, Elementary Education

2001-2002 Chapman University Santa Maria, CA

- Masters, Educational Administration

REVISED DATE: June 15, 2010
TITLE: **TIF PROJECT COORDINATOR**

SALARY RANGE: Current employees maintain current step and range on the certificated salary schedule plus \$10,000 salary augmentation.

JOB SUMMARY

Under direct supervision of the Assistant Superintendent Instruction, provides management of the Lucia Mar TAP Project and the TIF Federal grant and monitors compliance with the Department of Education and the TAP system.

QUALIFICATIONS

- a. Required:
 - 1. Bachelor of Arts or higher degree from an accredited college or university.
 - 2. Ability to prepare oral and written reports and understand reporting data.
 - 3. Ability to utilize technology: internet resources, databases, word processing and spreadsheet software.
 - 4. Ability to monitor implementation of project across many departments and sites.
 - 4. Minimum of five (5) years of teaching experience.
 - 5. Successful experience in interacting and working with a wide range of people.
 - 6. Knowledge of budgets and district budgeting process.
 - 7. Ability to learn and interpret laws, rules and regulations governing the TIF grant.
 - 8. Possess a valid California drivers license.

- b. Desirable:
 - 1. Experience managing grants and completing grant reporting requirements.
 - 2. Knowledge of K-6 curriculum and instructional strategies; K-6 instructional materials and methods; evaluation and assessment techniques and procedures.
 - 3. Master's degree in related field.

ESSENTIAL FUNCTIONS

- 1. Monitor expenditures and communicating regularly with the Business Office;
- 2. Attend TIF grantee trainings in major U.S. cities twice annually;
- 3. Work with Project Evaluator to integrate process and outcome data collection;
- 4. Coordinate with Human Resources, Payroll, and Instructional Technology to ensure a smooth transition with the new data systems;
- 5. Schedule and support professional development trainings with TAP, working with school sites and District administrators to identify calendar conflicts;
- 6. Implement the communication plan and check in weekly with site staff to ensure that communication with teachers is ongoing and effective;
- 7. Schedule and support the TIF Oversight Committee;
- 8. Report to the Department of Education annually and as required.

PHYSICAL REQUIREMENTS

- 1. Ability to sit for extended periods of time.
- 2. Ability to stand and circulate.
- 3. Ability to see and read, with or without vision aids.
- 4. Ability to hear and understand speech at normal levels.
- 5. Ability to communicate so others will clearly understand normal conversation.
- 6. Ability to bend and twist, kneel and stoop.
- 7. Ability to lift/carry/push/pull up to 25 pounds on a regular basis and up to 50 pounds occasionally.
- 8. Ability to reach in all directions.
- 9. Physical dexterity in limbs and digits to operate computer keyboard and other office equipment.

NOTE: This list of essential functions and of physical requirements is not exhaustive and may be supplemented as necessary in accordance with the requirements of the job.

SUPERVISION

The TAP Project Coordinator is under the direct supervision of the Assistant Superintendent Instruction.

The Lucia Mar Unified School District Board of Education prohibits discrimination of job applicants on the basis of race, color, national origin, ancestry, religious creed, age, marital status, pregnancy, physical or mental disability, mental condition, veteran status, gender, and the actual or perceived sexual orientation.

REVISED DATE: June 15, 2010
TITLE: **EXECUTIVE MASTER TEACHER**

SALARY RANGE: Current employees maintain current step and range on the certificated salary schedule plus \$10,000 salary augmentation.

JOB SUMMARY

Under direct supervision of the Assistant Superintendent Instruction, this position will support staff at six school sites as they implement the TAP system under TIF federal funding. This person will spend at least 90% of their time at the six school sites.

QUALIFICATIONS

- a. Required:
1. Master's degree in relevant academic discipline, doctorate degree in relevant academic discipline desired.
 2. Valid teaching credential.
 3. Demonstrated expertise in content, curriculum development, student learning, test analysis, mentoring and professional development, as demonstrated by an advanced degree, advanced training and/or career experience.
 4. Minimum of five (5) years of successful teaching experience as measured by performance evaluations, promotions and portfolio of work.
 5. Student data that illustrates the teacher's ability to increase student achievement through utilizing specific instructional interventions.
 6. Instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains.
 7. Demonstrated expertise in classroom demonstrations and external observations.
 8. Proof of contribution to profession, such as research, publications, university teaching, presentations and awards.
 9. Excellent communication skills and an understanding of how to facilitate growth in adults.
 10. Knowledge of K-6 instructional standards, ELD standards, common assessments, standards-based instruction, and intervention strategies.
 11. Possess a valid California drivers license.
- b. Desirable:
1. Experience working collaboratively with teachers and teacher teams.

ESSENTIAL FUNCTIONS

1. Support Site Leadership Teams in use of TAP rubric and evaluation procedures;
2. Participate in all TAP trainings and become a Certified TAP Evaluator.
3. Conduct regular site visits to each school site;
4. Work directly with site master and mentor teachers to reinforce TAP trainings;
5. Provide resources for master and mentor teachers;
6. Help teachers develop and practice effective instructional strategies through classroom demonstrations and professional coaching.
6. Conduct classroom demonstration lessons and assist teachers with classroom curriculum planning and classroom management, or any other aspects of an effective teaching program.
7. Train master and mentor teachers to plan, manage, and facilitate teacher cluster groups.
8. Analyze teacher evaluation data using CODE database and train Site Leadership Teams on use of CODE.
9. Train Site Leadership Teams to analyze value-added student achievement data.
10. Communicate regularly with site principals to coordinate the implementation of TAP professional growth strategies.
11. Participate in ongoing TAP professional growth opportunities, including travel to conferences.
12. Perform related job functions as assigned.

PHYSICAL REQUIREMENTS

1. Ability to sit for extended periods of time.

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2. Ability to stand and circulate.
3. Ability to see and read, with or without vision aids.
4. Ability to hear and understand speech at normal levels.
5. Ability to communicate so others will clearly understand normal conversation.
6. Ability to bend and twist, kneel and stoop.
7. Ability to lift/carry/push/pull up to 25 pounds on a regular basis and up to 50 pounds occasionally.
8. Ability to reach in all directions.
9. Physical dexterity in limbs and digits to operate computer keyboard and other office equipment.

NOTE: This list of essential functions and of physical requirements is not exhaustive and may be supplemented as necessary in accordance with the requirements of the job.

SUPERVISION

The Executive Master Teacher is under the direct supervision of the Assistant Superintendent Instruction.

REVISED DATE: June 15, 2010
TITLE: **SITE MASTER TEACHER**

SALARY RANGE: Current employees maintain current step and range on the certificated salary schedule plus \$10,000 salary augmentation.

JOB SUMMARY

Under direct supervision of the site principal, this position will provide professional growth support for teachers at their school site and will conduct teacher evaluations.

QUALIFICATIONS

- a. Required:
1. Master's degree in relevant academic discipline.
 2. Valid teaching credential.
 3. Demonstrated expertise in content, curriculum development, student learning, test analysis, mentoring and professional development, as demonstrated by an advanced degree, advanced training and/or career experience.
 4. Minimum of five (5) years of successful teaching experience as measured by performance evaluations, promotions and portfolio of work.
 5. Student data that illustrates the teacher's ability to increase student achievement through utilizing specific instructional interventions.
 6. Instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains.
 7. Demonstrated expertise in classroom demonstrations and external observations.
 8. Proof of contribution to profession, such as research, publications, university teaching, presentations and awards.
 9. Excellent communication skills and an understanding of how to facilitate growth in adults.
 10. Knowledge of K-6 instructional standards, ELD standards, common assessments, standards-based instruction, and intervention strategies.
 11. Possess a valid California drivers license.
- b. Desirable:
1. Experience designing and conducting professional development
 2. Experience working collaboratively with teachers and teacher teams.

ESSENTIAL FUNCTIONS

1. Analyze school-wide student data as the basis for developing a school plan.
2. Develop the school plan utilizing the TAP processes.
3. Oversee planning, facilitation and follow-up of cluster group meetings during Professional Growth Blocks.
4. Team teach with colleagues, demonstrate model lessons, and develop and help implement curriculum.
5. Observe and provide peer assistance and coaching toward meeting teachers' IGP goals.
6. Evaluate teacher performance using the TAP Rubrics and conduct follow-up teacher conferences.
7. Participate in all TAP trainings and become a Certified TAP Evaluator.
8. Attend professional development meetings.
9. Work an expanded calendar year.
11. Participate in ongoing TAP professional growth opportunities, including travel to conferences.
12. Perform related job functions as assigned.

PHYSICAL REQUIREMENTS

1. Ability to sit for extended periods of time.
2. Ability to stand and circulate.
3. Ability to see and read, with or without vision aids.
4. Ability to hear and understand speech at normal levels.
5. Ability to communicate so others will clearly understand normal conversation.

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6. Ability to bend and twist, kneel and stoop.
7. Ability to lift/carry/push/pull up to 25 pounds on a regular basis and up to 50 pounds occasionally.
8. Ability to reach in all directions.
9. Physical dexterity in limbs and digits to operate computer keyboard and other office equipment.

NOTE: This list of essential functions and of physical requirements is not exhaustive and may be supplemented as necessary in accordance with the requirements of the job.

SUPERVISION

The Master Teacher is under the direct supervision of the site principal.

REVISED DATE: June 15, 2010
TITLE: **SITE MENTOR TEACHER**

SALARY RANGE: Current employees maintain current step and range on the certificated salary schedule plus \$5,000 salary augmentation.

JOB SUMMARY

Under direct supervision of the site principal, this position will provide professional growth support for teachers at their school site and will conduct teacher evaluations.

QUALIFICATIONS

a. Required:

1. Bachelor's degree and full credentials OR alternative certification, including passing level on elementary subject matter assessments and professional knowledge assessments
2. Portfolio and a classroom demonstration showing instructional excellence
3. Student data that illustrates the teacher's ability to increase student achievement through utilizing specific instructional strategies
4. Minimum of two years teaching experience
5. Recommended by the principal, TAP director and master and mentor teachers
6. Excellent instructor and communicator with an understanding of how to facilitate growth in adults
7. Valid teaching credential.
8. Knowledge of K-6 instructional standards, ELD standards, common assessments, standards-based instruction, and intervention strategies.
9. Possess a valid California drivers license.

b. Desirable:

1. Experience designing and conducting professional development
2. Experience working collaboratively with teachers and teacher teams.

ESSENTIAL FUNCTIONS

1. Through analysis of student data, create the school academic achievement plan
2. With oversight of the master teacher, plan and facilitate group meetings during Professional Growth Blocks and provide appropriate follow-up
3. Team teach with colleagues, demonstrate model lessons, and develop and help implement curriculum
4. Observe and provide peer assistance and coaching toward meeting teachers' IGP goals
5. Evaluate teacher performance using the TAP Rubrics
6. Participate in all TAP trainings and become a Certified TAP Evaluator
7. Work an expanded calendar year.
11. Participate in ongoing TAP professional growth opportunities, including travel to conferences.
12. Perform related job functions as assigned.

PHYSICAL REQUIREMENTS

1. Ability to sit for extended periods of time.
2. Ability to stand and circulate.
3. Ability to see and read, with or without vision aids.
4. Ability to hear and understand speech at normal levels.
5. Ability to communicate so others will clearly understand normal conversation.
6. Ability to bend and twist, kneel and stoop.
7. Ability to lift/carry/push/pull up to 25 pounds on a regular basis and up to 50 pounds occasionally.
8. Ability to reach in all directions.
9. Physical dexterity in limbs and digits to operate computer keyboard and other office equipment.

NOTE: This list of essential functions and of physical requirements is not exhaustive and may be supplemented as necessary in accordance with the requirements of the job.

The Lucia Mar Unified School District Board of Education prohibits discrimination of job applicants on the basis of race, color, national origin, ancestry, religious creed, age, marital status, pregnancy, physical or mental disability, mental condition, veteran status, gender, and the actual or perceived sexual orientation.

SUPERVISION

The Mentor Teacher is under the direct supervision of the site principal.



602 Orchard Street, Arroyo Grande, CA 93420
(805) 474-3000 Ext.1080 FAX (805) 481-1398

Project Evaluator
Job Description
(Contracted Consultant)

This person will be responsible for the evaluation of Lucia Mar Unified School District's Teacher Incentive Fund grant project funded by the U.S. Department of Education.

Qualifications

- Education: Minimum M.S. or M.A., PhD preferred
- Experience: At least five years successful experience in project evaluation.
- Knowledge of: The development and implementation of valid and reliable process and outcome evaluation instruments; principles of evaluation; advanced qualitative and quantitative data collection and analysis procedures.
- Ability to: Communicate effectively, orally and in writing; work well with staff and community members; understand and maintain confidentiality; conceptualize, plan, organize and evaluate projects; analyze data objectively.

The duties of this position will include:

- Quantitative and qualitative evaluation of the success of the project in meeting the objectives;
- Refinement of evaluation plan;
- Collaboration with Project Director, TAP Project Coordinator, and TAP Executive Master Teacher to design data collection instruments and protocols;
- Design of additional assessments and data analysis as needed, potentially including the utilization of district benchmark assessments for teacher accountability and the development of a 21st Century Skills evaluation rubric to be used with the TAP evaluation rubric;
- Training of project staff in the collection of evaluation data;
- Supervision of evaluation activities;
- Attendance at TIF Oversight Committee meetings quarterly;
- Analyzing data and providing recommendations in a written Evaluation Report at 12 month intervals; and
- Dissemination of results to TIF Oversight Committee, Lucia Mar Unified School Board, and others as needed.

Leadership Team Observation Rubric

(for use when observing a Leadership Team meeting)

5 Exemplary	3 Proficient	1 Emerging
<p>Leadership Team Planning: The Leadership Team meeting is planned for exemplary results by providing:</p> <ul style="list-style-type: none"> ▪ Quantifiable outcome(s) directly connected to the follow-up from the previous meeting to clearly demonstrate the progress of the Leadership Team ▪ Highly specific and action-oriented outcome to focus the Leadership Team on an objective(s) ▪ Follow-up is clearly linked to the meeting's outcome and specific Leadership Team members have assignments to be completed prior to the next meeting ▪ A focused, concise agenda to provide opportunities for in-depth analysis <p>Leader as Facilitator: The leader(s) demonstrates expertise as evidenced by his or her ability to:</p> <ul style="list-style-type: none"> ▪ Include specific, focused, high-quality review of cluster, data, the evaluation process, conferencing or growth plans. ▪ Be prepared with appropriate, high quality materials analyzed prior to Leadership Team meeting. ▪ Provide an agenda with measurable outcomes, aligned assignments, and specific leadership team members responsible for definitive follow-up. <p>Member Participation/Preparation: The leader(s) demonstrates expertise when presenting as evidenced by his or her ability to:</p> <ul style="list-style-type: none"> ▪ Lead all members to participate and actively engage in the leadership team meeting agenda to increase their proficiency in one or more of the core TAP areas. ▪ Prepare members to come to Leadership Team with completed preliminary assignments aligned to the specific TAP processes ▪ Solicit meaningful contribution of significant student or teacher information/artifacts to inform decisions during the Leadership Team meeting. 	<p>Leadership Team Planning: The Leadership Team meeting is planned for proficient results by providing:</p> <ul style="list-style-type: none"> ▪ Quantifiable outcome(s) connected to the follow-up from the previous meeting to demonstrate the progress of the Leadership Team ▪ Specific and action-oriented outcome (s) to focus the Leadership Team on an objective(s) ▪ Follow-up is linked to the meeting's outcome and Leadership Team members have assignments to be completed prior to the next meeting ▪ A focused, concise agenda to provide opportunities for analysis <p>Leader as Facilitator: The leader(s) demonstrates adequate knowledge as evidenced by his or her ability to:</p> <ul style="list-style-type: none"> ▪ Include review of cluster, data, the evaluation process, conferencing or growth plans. ▪ Be prepared with appropriate, materials for Leadership Team meeting. ▪ Provide an agenda with adequate outcomes, assignments, and specific leadership team members responsible for follow-up. <p>Member Participation/Preparation: The leader(s) demonstrates adequate knowledge when presenting as evidenced by his or her ability to:</p> <ul style="list-style-type: none"> ▪ Lead all members to participate in the leadership team meeting agenda to increase their proficiency in one of the core TAP areas. ▪ Prepare members to come to Leadership Team with completed preliminary assignments aligned to the specific TAP processes ▪ Solicit contribution of significant student or teacher information/artifacts to inform decisions during the Leadership Team meeting. 	<p>Leadership Team Planning: The Leadership Team meeting is planned for emerging results by providing:</p> <ul style="list-style-type: none"> ▪ Outcome(s) from the previous meeting to demonstrate the progress of the Leadership Team ▪ Specific outcome (s) to focus the Leadership Team on an objective(s) ▪ Follow-up is linked to the meeting's outcome and Leadership Team members have assignments to be completed prior to the next meeting ▪ An agenda to provide opportunities for analysis <p>Leader as Facilitator: The leader(s) does not demonstrate knowledge as evidenced by his or her inability to:</p> <ul style="list-style-type: none"> ▪ Include review of cluster, data, the evaluation process, conferencing or growth plans. ▪ Be prepared with appropriate, materials for Leadership Team meeting. ▪ Provide an agenda with outcomes, assignments, and specific leadership team member as person responsible for follow-up. <p>Member Participation/Preparation: The leader(s) does not demonstrate knowledge when presenting as evidenced by his or her inability to:</p> <ul style="list-style-type: none"> ▪ Lead members to participate in the leadership team meeting agenda. ▪ Prepare members to come to Leadership Team with completed preliminary assignments ▪ Solicit contribution of any significant student or teacher information/artifacts to inform decisions during the Leadership Team meeting.

<p>Leadership Team/TAP Connection: The leader(s) demonstrates expertise when presenting new learning as evidenced by his or her ability to:</p> <ul style="list-style-type: none"> ▪ Establish a strong sense of purpose demonstrated through the examination of data in order to connect what members are implementing in the school to student achievement <p>▪ Throughout the year, the following areas are <u>consistently</u> addressed during multiple leadership team meetings at the exemplary level:</p> <ul style="list-style-type: none"> ▪ Frequent, on-going checks for inter-rater reliability utilizing data from CODE ▪ Continuous analysis of student data and performance levels used to make adjustments in long range plans ▪ Monitoring/adjusting the TAP evaluation schedule ▪ Reviews of new strategy, Critical Attributes, modifications, field test results analyzed ▪ Monitoring and modeling the coaching skills of LT members ▪ Monitoring of growth plan for targeted areas of refinement and progress toward student achievement goals 	<p>Leadership Team/TAP Connection: The leader(s) demonstrates adequate knowledge when presenting new learning as evidenced by his or her ability to:</p> <ul style="list-style-type: none"> ▪ Establish a sense of purpose which connects what members are implementing in the school to student achievement <p>▪ Throughout the year, the following areas are <u>periodically</u> addressed during leadership team meetings at the proficient level:</p> <ul style="list-style-type: none"> ▪ Frequent, on-going checks for inter-rater reliability utilizing data from CODE ▪ Continuous analysis of student data and performance levels used to make adjustments in long range plans ▪ Monitoring/adjusting the TAP evaluation schedule ▪ Review of new strategy, Critical Attributes, modifications, field test results analyzed ▪ Monitoring and modeling the coaching skills of LT members ▪ Monitoring of growth plan for targeted areas of refinement and progress toward student achievement goals 	<p>Leadership Team/TAP Connection: The leader(s) does not demonstrate knowledge when presenting new learning as evidenced by his or her inability to:</p> <ul style="list-style-type: none"> ▪ Establish a purpose which connects what members are implementing in the school to student achievement <p>▪ Throughout the year, the following areas are <u>not</u> addressed during leadership team meetings at the emerging level:</p> <ul style="list-style-type: none"> ▪ Frequent, on-going checks for inter-rater reliability utilizing data from CODE ▪ Continuous analysis of student data and performance levels used to make adjustments in long range plans ▪ Monitoring/adjusting the TAP evaluation schedule ▪ Review of new strategy, Critical Attributes, modifications, field test results analyzed ▪ Monitoring and modeling the coaching skills of LT members ▪ Monitoring of growth plan for targeted areas of refinement and progress toward student achievement goals
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California's Program Improvement Mandates and Sanctions for Schools
 From <http://www.cde.ca.gov/ta/ac/ti/nclbpireq.asp>

Three Years of Not Meeting Students' Needs	Four Years of Not Meeting Students' Needs	Five Years of Not Meeting Students' Needs	Six Years of Not Meeting Students' Needs	Seven Years of Not Meeting Students' Needs
School Improvement	School Improvement	Corrective Action	Restructuring	Restructuring
Year 1 of PI	Year 2 of PI	Year 3 of PI	Year 4 of PI	Year 5 of PI
<p>Local Educational Agency (LEA):</p> <ul style="list-style-type: none"> Provides technical assistance to PI school Notifies parents of PI status of school and school choice Sets aside minimum 5% for professional development to meet highly qualified staff requirements Provides choice to attend another public school in the LEA that is not PI (LEA is responsible for transportation costs.) Establishes peer review process to review revised school plan <p>School:</p> <ul style="list-style-type: none"> Revises school plan within 3 months to cover 2-year period Uses 10% of Title I school funds for staff professional development Implements plan promptly 	<p>LEA continues:</p> <ul style="list-style-type: none"> Technical assistance Parent notification of PI status of school, school choice, supplemental services Professional development School choice <p>LEA adds:</p> <ul style="list-style-type: none"> Supplemental educational services to all eligible students <p>School continues:</p> <ul style="list-style-type: none"> Plan implementation Professional development 	<p>LEA continues:</p> <ul style="list-style-type: none"> Technical assistance Parent notification of PI status of school, school choice, supplemental services Professional development School choice Supplemental services <p>LEA adds: LEA identifies school for corrective action and does at least one of the following:</p> <ul style="list-style-type: none"> Replaces school staff Implements new curriculum Decreases management authority at school level Appoints outside expert Extends school year or day Restructures internal organizational structure of school LEA informs parents and public of corrective action and allows comment. <p>LEAs may provide direct technical assistance to school site councils in developing school plans.</p> <p>School continues:</p> <ul style="list-style-type: none"> Professional development Collaboration with district to improve student achievement 	<p>LEA continues:</p> <ul style="list-style-type: none"> Technical assistance Parent notification of PI status of school, school choice, supplemental services Professional development School choice Supplemental services <p>LEA and School add: During Year 4, prepare plan for alternative governance of school. Select one of the following:</p> <ul style="list-style-type: none"> Reopen school as a charter Replace all or most staff including principal Contract with outside entity to manage school State takeover Any other major restructuring <p>LEA provides notice to parents and teachers and allows comment.</p> <p>School continues:</p> <ul style="list-style-type: none"> Professional development Collaboration with district to improve student achievement 	<p>LEA continues:</p> <ul style="list-style-type: none"> Technical assistance Parent notification of PI status of school, school choice, supplemental services Professional development School choice Supplemental services <p>LEA and School add: Implement alternative governance plan developed in Year 4</p> <p><i>School continues in PI, and LEA offers choice and supplemental services until school makes AYP for two consecutive years. School exits PI after two consecutive years of making AYP.</i></p>

California Department of Education (CDE) - School Fiscal Services Division

2010-11 Restricted Indirect Cost Rates for K-12 Local Educational Agencies (LEAs) - Five Year Listing

Address questions to sacsinfo@cde.ca.gov, or call 916-322-1770.

As of April 28, 2010

C = County
D = District

CA = Common Administration
J = Joint Powers Agency

					----- APPROVED RATES -----				
					For use with state and federal programs, as allowable, in:				
County Code	LEA Code	Type	LEA Name	2006-07 <small>(based on 2004-05 expenditure data)</small>	2007-08 <small>(based on 2005-06 expenditure data)</small>	2008-09 <small>(based on 2006-07 expenditure data)</small>	2009-10 <small>(based on 2007-08 expenditure data)</small>	2010-11 <small>(based on 2008-09 expenditure data)</small>	
40	10405	C	San Luis Obispo Co. Superintendent	7.36%	5.27%	6.36%	8.05%	8.17%	
40	40618	J	Santa Lucia ROP	0.00%	0.00%	0.00%	0.00%	0.00%	
40	40774	J	Central Calif. School Finance Authority	0.00%	0.00%	0.00%	0.00%	0.00%	
40	68700	D	Atascadero Unified	6.55%	4.38%	3.58%	5.30%	5.29%	
40	68726	D	Cayucos Elementary	10.73%	9.54%	5.32%	6.77%	9.78%	
40	68759	D	Lucia Mar Unified	4.29%	4.21%	5.17%	5.03%	4.78%	
40	68791	D	Pleasant Valley Joint Union Elem.	4.84%	12.35%	15.49%	14.68%	8.42%	
40	68809	D	San Luis Coastal Unified	4.86%	5.01%	5.59%	6.02%	6.11%	
40	68825	D	San Miguel Joint Union Elementary	9.16%	5.81%	5.60%	4.56%	3.56%	
40	68833	D	Shandon Joint Unified	3.88%	5.28%	7.26%	9.19%	9.81%	
40	68841	D	Templeton Unified	8.86%	6.10%	6.85%	7.08%	6.55%	
40	75457	D	Paso Robles Joint Unified	3.34%	5.74%	8.23%	4.63%	4.54%	
40	75465	D	Coast Unified	6.58%	6.97%	7.78%	9.11%	8.16%	

*Rate revised after original posting.

<http://www.cde.ca.gov/fg/ac/ic>

Budget Narrative

Budget Narrative

Attachment 1:

Title: **Lucia Mar Budget Narr** Pages: **20** Uploaded File: **LM budget narr.doc**

Lucia Mar TAP Project Budget Justification

YEAR ONE (Planning Period of ten months, October 1 through July 30)

Personnel	% FTE	Base Salary	Total
TAP Project Coordinator (1): This position will be responsible for TAP project and TIF grant administration at the district level. See attached job description. Will aid in completion of planning period by purchasing principal rubric and overseeing testing.	100% FTE	████████	████████
Executive Master Teacher (1): This position will be hired to lead TAP implementation at school sites and provide leadership to the Site Leadership Teams. See attached job description. Will aid in completion of planning period by testing principal rubric.	100% FTE	████████	████████0
Mentor Teacher Salary Augmentation (2): Two mentor teachers will be hired at Nipomo Elementary for early implementation. This is a stipend for a classroom teacher.	2 stipends	████████	████████
Literacy Support Teachers (3 part-time): Provide classroom instruction while teachers attend one-hour cluster meetings, 2 days/week. ██████ hour, ██████ total per LST. 3 at Nipomo Elementary for early implementation, extra days for initial meetings at other sites, ██████ total per LST.	56% FTE	████████	████████
Substitutes (158 days): 50 site visit days for teaching staff to travel to exemplary TAP schools, planning period expense prior to site votes. 108 conference days for 3-day TAP Annual Conference, 6 teachers per site, 18 days per site, 6 sites.	158 days	████████	████████
Extra duty days (228 days): 114 teachers, 2 days, ██████/day. Inservices on TAP system and TAP rubric.	228 days	████████	████████
Total Personnel			████████
Fringe			
Fringe for full-time positions, 25%. Includes mandated costs (12.95%) and health/welfare ██████. Mandated costs include state disability insurance, workers' compensation insurance, and unemployment insurance.			████████
Fringe for stipends, substitutes, extra-duty days, and part-time employees, 12.95%. Mandated costs include state disability insurance, workers' compensation insurance, and unemployment insurance.			████████
Total Fringe			████████

Travel	# Trips	\$ per Trip	Total
National TAP Conference (64): 3 days, 4 nights. 10 staff per school, 6 schools, plus 4 district admin. Intensive professional growth on TAP system, cluster groups, teaching skills. Major U.S. city. Airfare=■■■■ hotel=■■■■0/night, per diem=■■■■ day, parking/ transportation=■■■■	64	■■■■	■■■■
Mileage, Intra-District Travel. Executive Master Teacher will travel daily to multiple school sites spread over 20 mile area. TAP Project Coordinator and Project Director will also visit sites as needed. 8000 miles, \$.50/mile.	8000 miles	■■■■	■■■■
TAP Summer Institute (27): 3 days, 4 nights. 4 staff per ele. site (5), 5 staff from middle school, plus 2 District staff. Site Leadership Teams attend Institute for advanced training on evaluation, prof. growth, leadership. Major U.S. city. Airfare=■■■■ hotel=■■■■0/night, per diem=■■■■ day, parking/ transportation=■■■■.	27	■■■■	■■■■
Site Visits to Exemplary TAP Sites (60): 2 days, 1 night. 30 staff per visit, 2 visits (total of 10 staff per site). Planning period expense to aid in teacher understanding of TAP model prior to vote. Major U.S. regional areas. Airfare=■■■■ hotel=\$■■■■ ght, per diem=■■■■/day, parking/ transportation=■■■■	60	■■■■	■■■■
Executive Master Teacher TAP Training (2): 3 days, 3 nights. 2 trainings per year. Advanced training provided for Exec. MT to provide district leadership for project. Major U.S. city. Airfare=■■■■, hotel=■■■■ night, per diem=■■■■ day, parking/ transportation=■■■■	2	■■■■	■■■■
Required TIF Grantee meeting (3): 1.5 days, 2 nights. 3 people attend per TIF funding requirements. Major U.S. city. Airfare=■■■■ hotel=■■■■/night, per diem=■■■■ ay, parking/ transportation=■■■■	3	■■■■	■■■■
Required TIF Topical meeting (2): 1.5 days, 2 nights. 2 people attend per TIF funding requirements. Major U.S. city. Airfare=■■■■ hotel=■■■■/night, per diem=■■■■ day, parking/ transportation=■■■■	2	■■■■	■■■■
Total Travel			■■■■
Supplies	Number	Cost/Unit	Total
Per district policy, supplies are items under ■■■■			
Computer and printer for TAP Project Coordinator, a new position. (Office, furniture, and computer support will be supplied by district.)	1	\$■■■■	■■■■

Laptops and printers for master and mentor teachers and Executive Master Teacher. These positions will all require data entry and data analysis via the online CODE database. Laptops will provide access during evaluations and pre/post conferences. Printers to provide reports to teachers evaluated.	20	██████	██████
Total Supplies			██████
Contractual			
Contractual		Timing	Total
<i>Professional Development with non-profit organization NIET, Project Partner</i>			
TAP Startup Training (16 days): NIET staff train at district. This training certifies Site Leadership Teams to evaluate teachers. Two staff for three trainings, eight days total per staff. Daily rate of pay is ██████ staff, ██████ total staff costs. NIET staff travel costs are ██████ each for two staff for 1 st training (3 days), ██████ each for two staff for 2 nd training (3 days), and ██████ each for two staff for 3 rd training (2 days). ██████ total travel costs. This is an expense related to the planning period, as principals will be trained in the draft TLT rubric.		Nov. 2010, Jan. 2011, March 2011	██████
NIET Technical Assistance (15 days): 15 days of on-site technical assistance to implement TAP with fidelity. NIET staff will assist with all aspects of program development. ██████ day. ██████ total staff costs. NIET staff travel cost is ██████/day. Total travel cost: ██████		As needed, Oct. 2010 through June, 2011.	██████
NIET subscription for access to TAP Training Portal (6 sites): Annual subscription to online training and resources for just-in-time assistance, ██████ per site, 6 sites.		Ongoing, Oct. 2010 - June, 2011.	██████
NIET School Review Process (6 sites): Site fee for annual School Review to ensure fidelity to TAP model. NIET staff audit each school on-site. ██████ per site. ██████ total fees. NIET staff travel cost is ██████ per staff for entire review, 2 staff. Total travel cost: ██████		May-June, 2011	██████
NIET staff attend district TIF Oversight Committee Meeting: Travel cost for one staff to attend district Committee annually to discuss evaluation report, plan for coming year, ██████ No charge for staff time.		June, 2011	██████
<i>Data Management Contracts</i>			
CODE Data Management System, sole-source provider. Provides tracking and analysis of teacher evaluation data. Houses student value-added data. Provides HR with compensation information. Prop ██████/site, 6 sites.		Annual license	██████
Value-added calculations contract. Analyzes student achievement data to determine value-added growth. Vendor will be contracted through bid process. ██████ student, 3,130 students.		Annual fee	██████

Principal rubric provider. Rubric to measure principal effectiveness. Will include data analysis of evaluation scores, faculty evaluations, and self-evaluations. [REDACTED]/site, six sites.	Annual fee	[REDACTED]
<i>Grant Management</i>		
Grant Evaluation contract. Contracted outside evaluator to conduct local evaluation. Contracted through professional services procurement process. See attached job description for detail. [REDACTED]/day, 40 days.	Annual contract, Oct. 2010- June, 2011	[REDACTED]
Communications consultant. Develop informational newsletters, brochures, and other pieces to aid project in communicating with community and district staff. Contracted through professional services procurement process [REDACTED] year.	Annual contract, Oct. 2010- June, 2011	[REDACTED]
Total Contractual		[REDACTED]
Other (Reg Fees, photocopying)		
	Number	Cost/Item
Startup Workshop Participation Fee. NIET registration cost to cover materials. Site Leadership Teams participate in 8 day evaluator training. Four staff per elementary (5), 5 from middle school. Four district administrators. [REDACTED] per person.	29	[REDACTED]
TAP Summer Institute Registration. Site Leadership Teams participate in national institute for intensive leadership training. Four staff per elementary (5), 5 from middle school [REDACTED] per person.	27	[REDACTED]
National TAP Conference Registration. 60 teachers and site leaders, 4 district administrators. Intensive professional growth on TAP system, cluster groups, teaching skills [REDACTED] per person.	64	[REDACTED]
Printing costs, TIF Oversight Committee Meeting. Quarterly meeting of key stakeholders to provide oversight for grant. [REDACTED] per year for copying.		\$ [REDACTED]
Printing costs, communications with parents and community members about the TIF grant and the TAP program implementation.		[REDACTED]
Postage costs to communicate with parents and community members via postal service. Two mailings per student, 3,130 students, [REDACTED]/stamp.		[REDACTED]
Total Other		[REDACTED]
Total Direct Costs		
Indirect (4.78%) (see Attachments for Rate Agreement)		
Total Year 1 Costs		

YEAR TWO

Personnel <i>Cost of living increases of 1%/year.</i>	% FTE	Base Salary	Total
TAP Project Coordinator (1): This position will be responsible for TAP project and TIF grant administration at the district level. See attached job description.	100% FTE	████████	████████
Executive Master Teacher (1): This position will be hired to lead TAP implementation at school sites and provide leadership to the Site Leadership Teams. See attached job description.	100% FTE	\$████████	████████
TAP Master Teachers (6): One master teacher per site will spend 100% of their time on professional development for site teachers and teacher evaluations, following the TAP system. They will not teach in the classroom. See attached job description.	100% FTE	\$████████	████████
Master Teacher Salary Augmentation (6): Master teachers receive a salary augmentation for their leadership position, over and above their regular salary.	6 stipends	████████	████████
Mentor Teacher Salary Augmentation (13): Two mentor teachers at each elementary school and three at the middle school will support the master teacher in providing professional development and evaluation. This is a stipend for a classroom teacher.	13 stipends	████████	████████00
Additional Duty Days, Master and Mentor Teachers. Master teachers work 20 additional duty days. Mentor teachers work 10 additional duty days. To attend professional development, plan for school year, meet with leadership team. ██████ day. 120 master teacher days (6x20), 130 mentor teacher days (13x10).	250 days	\$████████	████████
Literacy Support Teachers (15 part-time): Provide classroom instruction while teachers attend one-hour cluster meetings, 2 days/week. 3 at each elementary school (5 sites). ██████our, ██████otal per LST.	40% FTE	\$████████	████████
Substitutes (108 days): 108 conference days for 3-day TAP Annual Conference, 6 teachers per site, 18 days per site, 6 sites. No COLA.	108 days	████████	████████
Recruitment bonus (6): Recruitment bonuses for up to 6 teachers per year who transfer or hire at high-need schools.	6	████████	████████
Performance-based compensation for teachers. ██████ per teacher into award pool, 114 teachers = ██████. <i>In year 2, Lucia Mar Unified contributes \$105,000 total of personnel and fringe for awards. LM share of personnel=████████.</i>	\$████████ ████████	████████	████████
Performance-based compensation for principals. ██████	████████	████████	████████

per principal into award pool, 6 principals.	award		
Total Personnel			██████████
Fringe			
Fringe for full-time positions, 25%. Includes mandated costs (12.95%) and health/welfare (██████████). Mandated costs include state disability insurance, workers' compensation insurance, and unemployment insurance.			██████████
Fringe for performance compensation, stipends, substitutes, extra-duty days, and part-time employees, 12.95%. Mandated costs include state disability insurance, workers' compensation insurance, and unemployment insurance. <i>Lucia Mar cost for district share of performance pay fringe: ██████████</i>			██████████
Total Fringe			██████████
Travel	# Trips	\$ per Trip	Total
National TAP Conference (64): 3 days, 4 nights. 10 staff per school, 6 schools, plus 4 district admin. Intensive professional growth on TAP system, cluster groups, teaching skills. Major U.S. city. Airfare=██████████, hotel=██████████ night, per diem=██████████ day, parking/ transportation=██████████.	64	\$██████████	██████████
Mileage, Intra-District Travel. Executive Master Teacher will travel daily to multiple school sites spread over 20 mile area. TAP Project Coordinator and Project Director will also visit sites as needed. 12,000 miles, ██████████	12,000 miles	\$██████████	██████████
TAP Summer Institute (27): 3 days, 4 nights. 4 staff per ele. site (5), 5 staff from middle school, plus 2 District staff. Site Leadership Teams attend Institute for advanced training on evaluation, prof. growth, leadership. Major U.S. city. Airfare=██████████, hotel=██████████ night, per diem=██████████ day, parking/ transportation=\$80.	27	██████████	██████████
Executive Master Teacher TAP Training (2): 3 days, 3 nights. 2 trainings per year. Annual advanced training provided for Exec. MT to provide district leadership for project. Major U.S. city. Airfare=██████████, hotel=██████████ night, per diem=\$██████████ day, parking/ transportation=██████████	2	\$██████████	██████████
Required TIF Grantee meeting (3): 1.5 days, 2 nights. 3 people attend per TIF funding requirements. Major U.S. city. Airfare=██████████, hotel=██████████0/night, per diem=██████████ day, parking/ transportation=██████████	3	\$██████████	██████████

Required TIF Topical meeting (2): 1.5 days, 2 nights. 2 people attend per TIF funding requirements. Major U.S. city. Airfare=████, hotel=████night, per diem=████day, parking/ transportation=████	2	\$████	████
Total Travel			████
Contractual			
		Timing	Total
<i>Professional Development with non-profit organization NIET, Project Partner</i>			
TAP Startup Training (8 days): NIET staff train at district. This training certifies new members of Site Leadership Teams to evaluate teachers. One staff for three trainings, eight days total per staff. Daily rate of pay is █████/staff, █████ total staff costs. NIET staff travel costs are █████ for 1 st training (3 days), █████ for 2 nd training (3 days), and █████ for 3 rd training (2 days). █████ total travel costs.		Early Fall, 2011	████
NIET Technical Assistance (10 days): 10 days of on-site technical assistance to implement TAP with fidelity. NIET staff will assist with all aspects of program development. █████ay. █████ staff costs. NIET staff travel cost is █████day. Total travel cost: █████		As needed, Fall 2011-Sp 2012	████
NIET subscription for access to TAP Training Portal (6 sites): Annual subscription to online training and resources for just-in-time assistance. █████ per site, 6 sites.		Ongoing, Aug. 2011 - June, 2012.	████
NIET School Review Process (6 sites): Site fee for annual School Review to ensure fidelity to TAP model. NIET staff audit each school on-site. █████ per site. █████ total fees. NIET staff travel cost is \$1,455 per staff for entire review, 2 staff. Total travel cost: █████		May-June, 2012	████
NIET staff attend district TIF Oversight Committee Meeting: Travel cost for one staff to attend district Committee annually to discuss evaluation report, plan for coming year, █████ No charge for staff time.		June, 2012	████
<i>Data Management Contracts</i>			
CODE Data Management System, sole-source provider. Provides tracking and analysis of teacher evaluation data. Houses student value-added data. Provides HR with compensation information. Prop █████/site, 6 sites.		Annual license	████
Value-added calculations contract. Analyzes student achievement data to determine value-added growth. Vendor will be contracted through bid process. █████tudent, 3,130 students.		Annual fee	████
Principal rubric provider. Rubric to measure principal effectiveness. Will include data analysis of evaluation scores, faculty evaluations, and self-evaluations. █████/site, six sites.		Annual fee	████
<i>Grant Management</i>			
Grant Evaluation contract. Contracted outside evaluator to conduct		Annual	████

local evaluation. Contracted through professional services procurement process. See attached job description for detail. [REDACTED]/day, 40 days.		contract, Oct. 2011- June, 2012	
Communications consultant. Develop informational newsletters, brochures, and other pieces to aid project in communicating with community and district staff. Contracted through professional services procurement process. [REDACTED]/year.		Annual contract, Oct. 2011- June, 2012	[REDACTED]
Total Contractual			[REDACTED]
Other (Reg Fees, photocopying)			
	Number	Cost/Item	Total
Startup Workshop Participation Fee. NIET registration cost to cover materials. New members of Site Leadership Teams participate in 8 day evaluator training. 12 staff. [REDACTED] per person.	12	[REDACTED]	[REDACTED]
TAP Summer Institute Registration. Site Leadership Teams participate in annual national institute for intensive leadership training. Four staff per elementary (5), 5 from middle school. [REDACTED] per person.	27	\$ [REDACTED]	[REDACTED]
National TAP Conference Registration. 60 teachers and site leaders, 4 district administrators. Intensive professional growth on TAP system, cluster groups, teaching skills. Annually, [REDACTED] per person.	64	\$ [REDACTED]	[REDACTED]
Printing costs, TIF Oversight Committee Meeting. Quarterly meeting of key stakeholders to provide oversight for grant. [REDACTED] per year for copying.		[REDACTED]	[REDACTED]
Printing costs, communications with parents and community members about the TIF grant and the TAP program implementation. Ongoing communication.		\$ [REDACTED]	[REDACTED]
Postage costs to communicate with parents and community members via postal service. Two mailings per student, 3,130 students, .44/stamp.		\$ [REDACTED]	[REDACTED]
Total Other			[REDACTED]
Total Direct Costs			[REDACTED]
Indirect (4.78%) (see Attachments for Rate Agreement)			[REDACTED]
Total Year 2 Costs			[REDACTED]

YEAR THREE

Personnel <i>Cost of living increases of 1%/year.</i>	% FTE	Base Salary	Total
TAP Project Coordinator (1): This position will be responsible for TAP project and TIF grant administration at the district level. See attached job description.	100% FTE	████████	████████
Executive Master Teacher (1): This position will be hired to lead TAP implementation at school sites and provide leadership to the Site Leadership Teams. See attached job description.	100% FTE	████████	████████
TAP Master Teachers (6): One master teacher per site will spend 100% of their time on professional development for site teachers and teacher evaluations, following the TAP system. They will not teach in the classroom. See attached job description.	100% FTE	████████	████████
Master Teacher Salary Augmentation (6): Master teachers receive a salary augmentation for their leadership position, over and above their regular salary.	6 stipends	\$ ██████	████████
Mentor Teacher Salary Augmentation (13): Two mentor teachers at each elementary school and three at the middle school will support the master teacher in providing professional development and evaluation. This is a stipend for a classroom teacher.	13 stipends	\$ ██████	████████
Additional Duty Days, Master and Mentor Teachers. Master teachers work 20 additional duty days. Mentor teachers work 10 additional duty days. To attend professional development, plan for school year, meet with leadership team. 120 master teacher days (6x20), 130 mentor teacher days (13x10).	250 days	████████	████████
Literacy Support Teachers (15 part-time): Provide classroom instruction while teachers attend one-hour cluster meetings, 2 days/week. 3 at each elementary school (5 sites). ██████ hour, ██████ total per LST.	40% FTE	\$ ██████	████████
Substitutes (108 days): 108 conference days for 3-day TAP Annual Conference, 6 teachers per site, 18 days per site, 6 sites. No COLA.	108 days	\$ ██████	████████
Recruitment bonus (6): Recruitment bonuses for up to 6 teachers per year who transfer or hire at high-need schools.	6	\$ ██████	████████
Performance-based compensation for teachers. ██████ per teacher into award pool, 114 teachers = ██████. <i>In year 3, Lucia Mar Unified contributes ██████ total of personnel and fringe for awards. LM share of personnel = ██████</i>	████████	████████	████████
Performance-based compensation for principals. ██████	████████	████████	████████

per principal into award pool, 6 principals.	award		
Total Personnel			██████████
Fringe			
Fringe for full-time positions, 25%. Includes mandated costs (12.95%) and health/welfare ██████████ Mandated costs include state disability insurance, workers' compensation insurance, and unemployment insurance.			██████████
Fringe for performance compensation, stipends, substitutes, extra-duty days, and part-time employees, 12.95%. Mandated costs include state disability insurance, workers' compensation insurance, and unemployment insurance. <i>Lucia Mar cost for district share of performance pay fringe=</i> ██████████			██████████
Total Fringe			██████████
Travel	# Trips	\$ per Trip	Total
National TAP Conference (64): 3 days, 4 nights. 10 staff per school, 6 schools, plus 4 district admin. Intensive professional growth on TAP system, cluster groups, teaching skills. Major U.S. city. Airfare=██████████, hotel=██████████0/night, per diem=██████████ay, parking/transportation=██████████	64	██████████	██████████
Mileage, Intra-District Travel. Executive Master Teacher will travel daily to multiple school sites spread over 20 mile area. TAP Project Coordinator and Project Director will also visit sites as needed. 12,000 miles, ██████████	12,000 miles	\$ ██████████	██████████
TAP Summer Institute (27): 3 days, 4 nights. 4 staff per ele. site (5), 5 staff from middle school, plus 2 District staff. Site Leadership Teams attend Institute for advanced training on evaluation, prof. growth, leadership. Major U.S. city. Airfare=██████████, hotel=██████████night, per diem=██████████ day, parking/transportation=██████████	27	\$ ██████████	██████████
Executive Master Teacher TAP Training (2): 3 days, 3 nights. 2 trainings per year. Annual advanced training provided for Exec. MT to provide district leadership for project. Major U.S. city. Airfare=██████████ hotel=██████████ night, per diem=██████████/day, parking/ transportation=██████████	2	\$ ██████████	██████████
Required TIF Grantee meeting (3): 1.5 days, 2 nights. 3 people attend per TIF funding requirements. Major U.S. city. Airfare=██████████, hotel=██████████/night, per diem=██████████ day, parking/ transportation=██████████	3	\$ ██████████	██████████

Required TIF Topical meeting (2): 1.5 days, 2 nights. 2 people attend per TIF funding requirements. Major U.S. city. Airfare=█, hotel=█/night, per diem=█/day, parking/ transportation=█	2	█	█
Total Travel			█
Contractual			
		Timing	Total
<i>Professional Development with non-profit organization NIET, Project Partner</i>			
TAP Startup Training (8 days): NIET staff train at district. This training certifies new members of Site Leadership Teams to evaluate teachers. One staff for three trainings, eight days total per staff. Daily rate of pay is █/staff, █ total staff costs. NIET staff travel costs are █ for 1 st training (3 days), █ for 2 nd training (3 days), and █ for 3 rd training (2 days). █ total travel costs.		Early Fall, 2012	█
NIET Technical Assistance (10 days): 10 days of on-site technical assistance to implement TAP with fidelity. NIET staff will assist with all aspects of program development. █ day. █ total staff costs. NIET staff travel cost is █/day. Total travel cost: █		As needed, Fall 2012-Sp 2013	█
NIET subscription for access to TAP Training Portal (6 sites): Annual subscription to online training and resources for just-in-time assistance, █ per site, 6 sites.		Ongoing, Aug. 2012 - June, 2013.	█
NIET School Review Process (6 sites): Site fee for annual School Review to ensure fidelity to TAP model. NIET staff audit each school on-site. █ site. █0 total fees. NIET staff travel cost is █ per staff for entire review, 2 staff. Total travel cost: █		May-June, 2013	█
NIET staff attend district TIF Oversight Committee Meeting: Travel cost for one staff to attend district Committee annually to discuss evaluation report, plan for coming █ No charge for staff time.		June, 2013	█
<i>Data Management Contracts</i>			
CODE Data Management System, sole-source provider. Provides tracking and analysis of teacher evaluation data. Houses student value-added data. Provides HR with compensation information. Prop █/site, 6 sites.		Annual license	█
Value-added calculations contract. Analyzes student achievement data to determine value-added growth. Vendor will be contracted through bid █ student, 3,130 students.		Annual fee	█
Principal rubric provider. Rubric to measure principal effectiveness. Will include data analysis of evaluation scores, faculty evaluations, and self-evaluations. █/site, six sites.		Annual fee	█
<i>Grant Management</i>			
Grant Evaluation contract. Contracted outside evaluator to conduct		Annual	█

local evaluation. Contracted through professional services procurement process. See attached job description for detail. [REDACTED]/day, 40 days.		contract, Oct. 2012- June, 2013	
Communications consultant. Develop informational newsletters, brochures, and other pieces to aid project in communicating with community and district staff. Contracted through professional services procurement process. [REDACTED] year.		Annual contract, Oct. 2012- June, 2013	[REDACTED]
Total Contractual			[REDACTED]
Other (Reg Fees, photocopying)			
Other (Reg Fees, photocopying)	Number	Cost/Item	Total
Startup Workshop Participation Fee. NIET registration cost to cover materials. New members of Site Leadership Teams participate in 8 day evaluator training. 12 staff. [REDACTED] person.	12	\$ [REDACTED]	[REDACTED]
TAP Summer Institute Registration. Site Leadership Teams participate in annual national institute for intensive leadership training. Four staff per elementary (5), 5 from middle school. [REDACTED] per person.	27	\$ [REDACTED]	[REDACTED]
National TAP Conference Registration. 60 teachers and site leaders, 4 district administrators. Intensive professional growth on TAP system, cluster groups, teaching skills. Annually, [REDACTED] person.	64	\$ [REDACTED]	[REDACTED]
Printing costs, TIF Oversight Committee Meeting. Quarterly meeting of key stakeholders to provide oversight for grant [REDACTED] per year for copying.		\$ [REDACTED]	[REDACTED]
Printing costs, communications with parents and community members about the TIF grant and the TAP program implementation. Ongoing communication.		\$ [REDACTED]	[REDACTED]
Postage costs to communicate with parents and community members via postal service. Two mailings per student [REDACTED] students, [REDACTED] amp.		\$ [REDACTED]	[REDACTED]
Total Other			[REDACTED]
Total Direct Costs			[REDACTED]
Indirect (4.78%) (see Attachments for Rate Agreement)			[REDACTED]
Total Year 3 Costs			[REDACTED]

YEAR FOUR

Personnel <i>Cost of living increases of 1%/year.</i>	% FTE	Base Salary	Total
TAP Project Coordinator (1): This position will be responsible for TAP project and TIF grant administration at the district level. See attached job description.	100% FTE	\$ [REDACTED]	[REDACTED]
Executive Master Teacher (1): This position will be hired to lead TAP implementation at school sites and provide leadership to the Site Leadership Teams. See attached job description.	100% FTE	\$ [REDACTED]	[REDACTED]
TAP Master Teachers (6): One master teacher per site will spend 100% of their time on professional development for site teachers and teacher evaluations, following the TAP system. They will not teach in the classroom. See attached job description.	100% FTE	\$ [REDACTED]	[REDACTED]
Master Teacher Salary Augmentation (6): Master teachers receive a salary augmentation for their leadership position, over and above their regular salary.	6 stipends	\$ [REDACTED]	[REDACTED]
Mentor Teacher Salary Augmentation (13): Two mentor teachers at each elementary school and three at the middle school will support the master teacher in providing professional development and evaluation. This is a stipend for a classroom teacher.	13 stipends	\$ [REDACTED]	[REDACTED]
Additional Duty Days, Master and Mentor Teachers. Master teachers work 20 additional duty days. Mentor teachers work 10 additional duty days. To attend professional development, plan for school year, meet with leadership team. 120 master teacher days (6x20), 130 mentor teacher days (13x10).	250 days	[REDACTED]	[REDACTED]
Literacy Support Teachers (15 part-time): Provide classroom instruction while teachers attend one-hour cluster meetings, 2 days/week. 3 at each elementary school (5 sites). [REDACTED]our, [REDACTED] per LST.	40% FTE	\$ [REDACTED]	[REDACTED]
Substitutes (108 days): 108 conference days for 3-day TAP Annual Conference, 6 teachers per site, 18 days per site, 6 sites. No COLA.	108 days	\$ [REDACTED]	[REDACTED]
Recruitment bonus (6): Recruitment bonuses for up to 6 teachers per year who transfer or hire at high-need schools.	6	\$ [REDACTED]	[REDACTED]
Performance-based compensation for teachers. [REDACTED] per teacher into award pool, 114 teachers = [REDACTED] <i>In year 4, Lucia Mar Unified contributes [REDACTED] total of personnel and fringe for awards. LM share of personnel=[REDACTED].</i>	[REDACTED] award	[REDACTED]	[REDACTED]
Performance-based compensation for principals. [REDACTED]	[REDACTED]	6	\$ [REDACTED]

per principal into award pool, 6 principals.	award		
Total Personnel			██████████
Fringe			
Fringe for full-time positions, 25%. Includes mandated costs (12.95%) and health/welfare ██████████ Mandated costs include state disability insurance, workers' compensation insurance, and unemployment insurance.			██████████
Fringe for performance compensation, stipends, substitutes, extra-duty days, and part-time employees, 12.95%. Mandated costs include state disability insurance, workers' compensation insurance, and unemployment insurance. <i>Lucia Mar cost for district share of performance pay fringe</i> ██████████			██████████
Total Fringe			██████████
Travel	# Trips	\$ per Trip	Total
National TAP Conference (64): 3 days, 4 nights. 10 staff per school, 6 schools, plus 4 district admin. Intensive professional growth on TAP system, cluster groups, teaching skills. Major U.S. city. Airfare=██████████ hotel=██████████ night, per diem=██████████ day, parking/ transportation=██████████	64	██████████	██████████
Mileage, Intra-District Travel. Executive Master Teacher will travel daily to multiple school sites spread over 20 mile area. TAP Project Coordinator and Project Director will also visit sites as needed. 12,000 miles, ██████████e.	12,000 miles	\$ ██████████	██████████
TAP Summer Institute (27): 3 days, 4 nights. 4 staff per ele. site (5), 5 staff from middle school, plus 2 District staff. Site Leadership Teams attend Institute for advanced training on evaluation, prof. growth, leadership. Major U.S. city. Airfare=██████████ hotel=██████████ night, per diem=██████████ ay, parking/ transportation=██████████	27	\$ ██████████	██████████
Executive Master Teacher TAP Training (2): 3 days, 3 nights. 2 trainings per year. Annual advanced training provided for Exec. MT to provide district leadership for project. Major U.S. city. Airfare=██████████ hotel=██████████ / night, per diem=██████████ ay, parking/ transportation=██████████	2	██████████	██████████
Required TIF Grantee meeting (3): 1.5 days, 2 nights. 3 people attend per TIF funding requirements. Major U.S. city. Airfare=██████████ hotel=██████████0/night, per diem=██████████ ay, parking/ transportation=██████████	3	██████████	██████████

Required TIF Topical meeting (2): 1.5 days, 2 nights. 2 people attend per TIF funding requirements. Major U.S. city. Airfare=█, hotel=█ht, per diem=█/day, parking/ transportation=█	2	█	█
Total Travel			█
Contractual			
		Timing	Total
<i>Professional Development with non-profit organization NIET, Project Partner</i>			
TAP Startup Training (8 days): NIET staff train at district. This training certifies new members of Site Leadership Teams to evaluate teachers. One staff for three trainings, eight days total per staff. Daily rate of pay is \$█ staff, █ staff costs. NIET staff travel costs are █ for 1 st training (3 days), \$█ for 2 nd training (3 days), and █ for 3 rd training (2 days). \$█ total travel costs.		Early Fall, 2013	█
NIET Technical Assistance (10 days): 10 days of on-site technical assistance to implement TAP with fidelity. NIET staff will assist with all aspects of program development. █ day. █ total staff costs. NIET staff travel cost is █/day. Total travel cost: █		As needed, Fall 2013-Sp 2014	█0
NIET subscription for access to TAP Training Portal (6 sites): Annual subscription to online training and resources for just-in-time assistance, \$█ per site, 6 sites.		Ongoing, Aug. 2013 - June, 2014.	█
NIET School Review Process (6 sites): Site fee for annual School Review to ensure fidelity to TAP model. NIET staff audit each school on-site. █ per site. █ total fees. NIET staff travel cost is █ per staff for entire review, 2 staff. Total travel cost: █		May-June, 2014	█
NIET staff attend district TIF Oversight Committee Meeting: Travel cost for one staff to attend district Committee annually to discuss evaluation report, plan for coming year, █ No charge for staff time.		June, 2014	█
<i>Data Management Contracts</i>			
CODE Data Management System, sole-source provider. Provides tracking and analysis of teacher evaluation data. Houses student value-added data. Provides HR with compensation information. Prop █ ite, 6 sites.		Annual license	█
Value-added calculations contract. Analyzes student achievement data to determine value-added growth. Vendor will be contracted through bid process. \$█udent, 3,130 students.		Annual fee	█
Principal rubric provider. Rubric to measure principal effectiveness. Will include data analysis of evaluation scores, faculty evaluations, and self-evaluations. █, six sites.		Annual fee	█
<i>Grant Management</i>			
Grant Evaluation contract. Contracted outside evaluator to conduct		Annual	█

local evaluation. Contracted through professional services procurement process. See attached job description for detail. [REDACTED] ay, 40 days.		contract, Oct. 2013- June, 2014	
Communications consultant. Develop informational newsletters, brochures, and other pieces to aid project in communicating with community and district staff. Contracted through professional services procurement process. [REDACTED] ear.		Annual contract, Oct. 2013- June, 2014	[REDACTED]
Total Contractual			[REDACTED]
Other (Reg Fees, photocopying)			
Other (Reg Fees, photocopying)	Number	Cost/Item	Total
Startup Workshop Participation Fee. NIET registration cost to cover materials. New members of Site Leadership Teams participate in 8 day evaluator training. 12 staff. [REDACTED] per person.	12	\$ [REDACTED]	[REDACTED]
TAP Summer Institute Registration. Site Leadership Teams participate in annual national institute for intensive leadership training. Four staff per elementary (5), 5 from middle school. [REDACTED] per person.	27	\$ [REDACTED]	[REDACTED]
National TAP Conference Registration. 60 teachers and site leaders, 4 district administrators. Intensive professional growth on TAP system, cluster groups, teaching skills. Annually, [REDACTED] person.	64	\$ [REDACTED]	[REDACTED]
Printing costs, TIF Oversight Committee Meeting. Quarterly meeting of key stakeholders to provide oversight for grant. [REDACTED] per year for copying.		\$ [REDACTED]	[REDACTED]
Printing costs, communications with parents and community members about the TIF grant and the TAP program implementation. Ongoing communication.		\$ [REDACTED]	[REDACTED]
Postage costs to communicate with parents and community members via postal service. Two mailings per student, 3,130 students, [REDACTED]/stamp.		\$ [REDACTED]	[REDACTED]
Total Other			[REDACTED]
Total Direct Costs			[REDACTED]
Indirect (4.78%) (see Attachments for Rate Agreement)			[REDACTED]
Total Year 4 Costs			[REDACTED]

YEAR FIVE

Personnel <i>Cost of living increases of 1%/year.</i>	% FTE	Base Salary	Total
TAP Project Coordinator (1): This position will be responsible for TAP project and TIF grant administration at the district level. See attached job description.	100% FTE	\$ [REDACTED]	[REDACTED]
Executive Master Teacher (1): This position will be hired to lead TAP implementation at school sites and provide leadership to the Site Leadership Teams. See attached job description.	100% FTE	[REDACTED]	[REDACTED]
TAP Master Teachers (6): One master teacher per site will spend 100% of their time on professional development for site teachers and teacher evaluations, following the TAP system. They will not teach in the classroom. See attached job description.	100% FTE	\$ [REDACTED]	[REDACTED]
Master Teacher Salary Augmentation (6): Master teachers receive a salary augmentation for their leadership position, over and above their regular salary.	6 stipends	\$ [REDACTED]	[REDACTED]
Mentor Teacher Salary Augmentation (13): Two mentor teachers at each elementary school and three at the middle school will support the master teacher in providing professional development and evaluation. This is a stipend for a classroom teacher.	13 stipends	[REDACTED]	[REDACTED]
Additional Duty Days, Master and Mentor Teachers. Master teachers work 20 additional duty days. Mentor teachers work 10 additional duty days. To attend professional development, plan for school year, meet with leadership team. 120 master teacher days (6x20), 130 mentor teacher days (13x10).	250 days	\$ [REDACTED]	[REDACTED]
Literacy Support Teachers (15 part-time): Provide classroom instruction while teachers attend one-hour cluster meetings, 2 days/week. 3 at each elementary school (5 sites). [REDACTED] hour [REDACTED] per LST.	40% FTE	[REDACTED]	[REDACTED]
Substitutes (108 days): 108 conference days for 3-day TAP Annual Conference, 6 teachers per site, 18 days per site, 6 sites. No COLA.	108 days	[REDACTED]	[REDACTED]
Recruitment bonus (6): Recruitment bonuses for up to 6 teachers per year who transfer or hire at high-need schools.	6	\$ [REDACTED]	[REDACTED]
Performance-based compensation for teachers. [REDACTED] per teacher into award pool, 114 teachers = [REDACTED] <i>In year 5, Lucia Mar Unified contributes [REDACTED] total of personnel and fringe for awards. LM share of personnel = \$ [REDACTED].</i>	[REDACTED] award	[REDACTED]	[REDACTED]
Performance-based compensation for principals. [REDACTED]	\$ [REDACTED]	[REDACTED]	[REDACTED]

per principal into award pool, 6 principals. <i>LM share of awards for principals=</i> [REDACTED]	award		
Total Personnel			[REDACTED]
Fringe			
Fringe for full-time positions, 25%. Includes mandated costs (12.95%) and health/welfare [REDACTED] Mandated costs include state disability insurance, workers' compensation insurance, and unemployment insurance.			[REDACTED]
Fringe for performance compensation, stipends, substitutes, extra-duty days, and part-time employees, 12.95%. Mandated costs include state disability insurance, workers' compensation insurance, and unemployment insurance. <i>Lucia Mar cost for district share of performance pay fringe=</i> [REDACTED]			[REDACTED]
Total Fringe			[REDACTED]
Travel			
Travel	# Trips	\$ per Trip	Total
National TAP Conference (64): 3 days, 4 nights. 10 staff per school, 6 schools, plus 4 district admin. Intensive professional growth on TAP system, cluster groups, teaching skills. Major U.S. city. Airfare=[REDACTED] hotel=[REDACTED] night, per diem=[REDACTED] day, parking/ transportation=[REDACTED]0.	64	[REDACTED]	[REDACTED]
Mileage, Intra-District Travel. Executive Master Teacher will travel daily to multiple school sites spread over 20 mile area. TAP Project Coordinator and Project Director will also visit sites as needed. 12,000 miles, [REDACTED]	12,000 miles	\$ [REDACTED]	[REDACTED]
TAP Summer Institute (27): 3 days, 4 nights. 4 staff per ele. site (5), 5 staff from middle school, plus 2 District staff. Site Leadership Teams attend Institute for advanced training on evaluation, prof. growth, leadership. Major U.S. city. Airfare=[REDACTED] hotel=[REDACTED]/night, per diem=[REDACTED] day, parking/ transportation=\$ [REDACTED].	27	\$ [REDACTED]	[REDACTED]
Executive Master Teacher TAP Training (2): 3 days, 3 nights. 2 trainings per year. Annual advanced training provided for Exec. MT to provide district leadership for project. Major U.S. city. Airfare=[REDACTED] hotel=\$ [REDACTED] night, per diem=[REDACTED] day, parking/ transportation=\$ [REDACTED]	2	\$ [REDACTED]	[REDACTED]
Required TIF Grantee meeting (3): 1.5 days, 2 nights. 3 people attend per TIF funding requirements. Major U.S. city. [REDACTED] = [REDACTED] ght, per	3	\$ [REDACTED]	[REDACTED]

diem= [redacted] day, parking/ transportation= [redacted]			
Required TIF Topical meeting (2): 1.5 days, 2 nights. 2 people attend per TIF funding requirements. Major U.S. city. Airfare [redacted]0, hotel= [redacted] night, per diem= [redacted] day, parking/ transportation= [redacted]	2	\$ [redacted]	[redacted]
Total Travel			[redacted]
Contractual			
Contractual		Timing	Total
<i>Professional Development with non-profit organization NIET, Project Partner</i>			
TAP Startup Training (8 days): NIET staff train at district. This training certifies new members of Site Leadership Teams to evaluate teachers. One staff for three trainings, eight days total per staff. Daily rate of pay is [redacted]/staff, [redacted] total staff costs. NIET staff travel costs are [redacted] for 1 st training (3 days), [redacted] for 2 nd training (3 days), and [redacted] 3 rd training (2 days). [redacted] total travel costs.		Early Fall, 2014	[redacted]
NIET Technical Assistance (10 days): 10 days of on-site technical assistance to implement TAP with fidelity. NIET staff will assist with all aspects of program development. [redacted] ay. [redacted] staff costs. NIET staff travel cost is \$ [redacted] Total travel cost: \$5 [redacted]		As needed, Fall 2014-Sp 2015	[redacted]
NIET subscription for access to TAP Training Portal (6 sites): Annual subscription to online training and resources for just-in-time assistance, [redacted] per site, 6 sites.		Ongoing, Aug. 2014 - June, 2015.	[redacted]
NIET School Review Process (6 sites): Site fee for annual School Review to ensure fidelity to TAP model. NIET staff audit each school on-site. [redacted] site [redacted] fees. NIET staff travel cost is [redacted] per staff for entire review, 2 staff. Total travel cost: [redacted]		May-June, 2015	[redacted]
NIET staff attend district TIF Oversight Committee Meeting: Travel cost for one staff to attend district Committee annually to discuss evaluation report, plan for coming year, \$895. No charge for staff time.		June, 2015	[redacted]
<i>Data Management Contracts</i>			
CODE Data Management System, sole-source provider. Provides tracking and analysis of teacher evaluation data. Houses student value-added data. Provides HR with compensation information. Pro [redacted] site, 6 sites.		Annual license	[redacted]
Value-added calculations contract. Analyzes student achievement data to determine value-added growth. Vendor will be contracted through bid process. [redacted] student, 3,130 students.		Annual fee	[redacted]
Principal rubric provider. Rubric to measure principal effectiveness. Will include data analysis of evaluation scores, faculty evaluations, and self-evaluations. [redacted] site, six sites.		Annual fee	[redacted]

<i>Grant Management</i>			
Grant Evaluation contract. Contracted outside evaluator to conduct local evaluation. Contracted through professional services procurement process. See attached job description for detail. [REDACTED]/day, 40 days.		Annual contract, Oct. 2014- June, 2015	[REDACTED]
Communications consultant. Develop informational newsletters, brochures, and other pieces to aid project in communicating with community and district staff. Contracted through professional services procurement process. [REDACTED] year.		Annual contract, Oct. 2014- June, 2015	[REDACTED]
Total Contractual			[REDACTED]
Other (Reg Fees, photocopying)			
	Number	Cost/Item	Total
Startup Workshop Participation Fee. NIET registration cost to cover materials. New members of Site Leadership Teams participate in 8 day evaluator training. 12 staff. \$ [REDACTED] per person.	12	[REDACTED]	[REDACTED]
TAP Summer Institute Registration. Site Leadership Teams participate in annual national institute for intensive leadership training. Four staff per elementary (5), 5 from middle school [REDACTED] person.	27	[REDACTED]	[REDACTED]
National TAP Conference Registration. 60 teachers and site leaders, 4 district administrators. Intensive professional growth on TAP system, cluster groups, teaching skills. Annually, [REDACTED] per person.	64	[REDACTED]	[REDACTED]
Printing costs, TIF Oversight Committee Meeting. Quarterly meeting of key stakeholders to provide oversight for grant. [REDACTED] per year for copying.		[REDACTED]	[REDACTED]
Printing costs, communications with parents and community members about the TIF grant and the TAP program implementation. Ongoing communication.		\$ [REDACTED]	[REDACTED]
Postage costs to communicate with parents and community members via postal service. Two mailings per student, 3,130 students, [REDACTED]/stamp.		[REDACTED]	[REDACTED]
Total Other			[REDACTED]
Total Direct Costs			[REDACTED]
Indirect (4.78%) (see Attachments for Rate Agreement)			[REDACTED]
Total Year 5 Costs			[REDACTED]