

**CHARTER SCHOOL FACILITIES PROGRAM
PROPOSITION 55 FUNDING ROUND
STAFF SUMMARY REPORT – OCTOBER 2013**

Applicant/Obligor:	San Francisco Unified School District
Project School:	Leadership High School
CDS (County – District – School) Code:	38-68478-3830411
[Proposed] Project Location:	300 Seneca Ave , San Francisco
Type of Construction:	Rehabilitation of Existing District Facility
County:	San Francisco
District in which Project is Located:	San Francisco Unified School District
Charter Authorizer:	San Francisco Unified School District
Total OPSC Project Cost:	\$18,223,880
State Apportionment (50% Project Cost):	\$9,111,940
Lump Sum Contribution:	\$9,111,940
Total CSFP Financed Amount:	\$0
Length of CSFP Funding Agreement:	n/a
Assumed Interest Rate:	n/a
Estimated Annual CSFP Payment:	n/a
First Year of Occupancy of New Project:	2015-16

Staff Recommendation: Staff recommends that the California School Finance Authority (Authority) Board determine that San Francisco Unified School District (District), on behalf of Leadership High School (LHS) is financially sound for the purposes of the Charter School Facilities Program (“Program” or “CSFP”) Advance Apportionment and/or Final Apportionment. This determination as it relates to Advance Apportionment is in place for six months and assumes no financial, operational, or legal material findings within this time period. Staff recommends that the CSFA Board direct staff to notify the Office of Public School Construction and the State Allocation Board regarding this determination. *Despite having cash on hand to satisfy the local matching share, staff conducts an analysis of the school to ensure the financial solvency of the school once the project school is operational.*

Background: On May 14, 2008, the Authority determined that LHS was financially sound for purposes of preliminary apportionment, and on May 28, 2008, the State Allocation Board awarded LHS a preliminary apportionment for \$9,117,533 (total project costs of \$18,235,066), with the District’s commitment to provide a lump-sum payment towards the entire local matching share of \$9,117,533. The lump-sum commitment was derived from the proceeds of the District’s issuance of General Obligation Bonds in 2006, and the District provided supportive documentation in the form of a current balance statement from the San Francisco City Treasury showing a current 2006 bond fund balance in excess of \$39 million. LHS is now seeking an Advance Apportionment for design in the amount of \$1,824,507. It is noteworthy that, although Leadership High School is an independent charter school, San Francisco Unified School District is identified as the official applicant to the preliminary

application. As such, and given that the District is providing the local match, staff considers the District as the financial obligor for purposes of its financial soundness review.

To assess LHS’s financial soundness status for this purpose, Authority staff requested the following information: updated financial information (both LHS and District), including financial audits, unaudited actuals (2012-13), adopted budget (2013-14); enrollment information; updated project information; current bank statements to show designated funds to cover the local matching share; copy of the current charter, or notification of changes to the charter or memorandum of understanding with the chartering authority; an updated Legal Status Questionnaire; updated management and Board of Directors information; and disclosure of additional material changes that may have an impact on LHS and the District’s financial condition.

Application Highlights: Below staff has highlighted key criteria that were evaluated when conducting our financial soundness review of LHS. Detailed information is contained in the body of the report.

Criteria	Comments
Eligibility Criteria	LHS has met all eligibility criteria. The school is in good standing with its authorizer, in compliance with the terms of its charter, and has a charter in place through 2017
Demographic Information	LHS’ enrollment has remained relative stable with enrollment for 2008-09 through 2012-13 of 247, 247, 261, 249, 260, and 241, respectively. LHS current enrollment for 2013-14 is 257 students, and LHS is projecting enrollment to remain relative level over the next three years
Debt Service Coverage	Not applicable. LHS will satisfy the 50% local match requirement by SFUSD making an upfront payment of \$9,111,940 from bond proceeds on hand.
Other Financial Factors	<ol style="list-style-type: none"> LHS projects a positive operating margin during the first two years of project occupancy (2015-16 and 2016-17) of \$160,508 and \$287,865, respectively. As of June 30, 2013, LHS had net working capital of \$930,220, representing 43.9% of total expenses.
Student Performance	LHS has failed to meet all AYP criteria for each of the past five years and is in its third year on Program Improvement status per the No Child Left Behind Act of 2001. LHS also maintains fairly poor statewide and similar school rankings of “1” and “2” out of 10, respectively.

Program Eligibility: Verification was received from San Francisco Unified School District, on September 6, 2013, confirming that LHS is in compliance with the terms of its charter agreement, and is in good standing with its chartering authority, the District. The District approved the renewal of LHS’s charter through June 30, 2017.

Legal Status Questionnaire: Staff reviewed the Applicant’s responses, dated August 12, 2013, to the questions contained in the Legal Status Questionnaire (LSQ). LHS answered “None” to all LSQ questions. As the District is the Applicant, the LSQ was signed by the

District representative for charter schools oversight as well as the Lead Administrator and Chair of the governing board.

Project Description: The project site is located at 300 Seneca Ave, in San Francisco; sits on 1.1 acres, formerly the site of San Miguel Elementary School, and has four permanent buildings: (1) a main building, a two-level 21,745 square-foot wood framed building, that was built in 1928 and is not compliant with the Field Act¹; and (2) three buildings all constructed in 1952, consisting of a 5,522 square foot Multi-Purpose Building “with stage”, a 3,474 square foot Cafeteria Building, and a building that accommodates the San Miguel Child Development Center.

In summary, the CSFP project includes two major components: (1) rehabilitation of the main building that has not been compliant with the Field Act; and (2) remodeling of ancillary buildings (Cafeteria and Multi-purpose buildings). Upon completion of the CSFP project, a new 9,425 square-foot five-classroom building is to be constructed based on local funding. The CSFP project provides 13 classrooms for LHS for a capacity of 351 students. LHS anticipates instructional operations at the completed CSFP project to begin in January 2015.

LHS will contribute \$9,111,940 in the form of a lump sum payment, which will be provided by the San Francisco Unified School District’s 2006 Proposition G.O. Bond measure. *Despite having its local matching share obligation being met by the District, staff analyzes the financial and operational conditions of LHS to ensure an on-going solvency of the school.*

Organizational Information: LHS’s charter was originally approved by the San Francisco Unified School District in December 1996, and the school began operations in August 1997 with approximately 100 freshman students. Over the subsequent three years, one high school grade level was added until 2000 when all four grades (9-12) were operational. The most recent charter was renewed in 2012, and will expire in June 2017.

LHS is committed to serving San Francisco and its diverse students by providing excellent education while developing effective community leaders. LHS provides a college-preparatory program to students who have traditionally been underserved by the local comprehensive high schools. For all students, the graduation requirements are aligned with the requirements of the University of California and the California State University systems, ensuring that all graduates have completed the coursework needed for eligibility to four year colleges. Students who struggle are provided with an on-going intervention and support to ensure that they have access to the rigorous program.

LHS is committed to providing educational opportunities to those students who have been traditionally underserved (e.g. students of color, students from disadvantaged socio-economic backgrounds, recent immigrants, and English-language learners), with particular efforts to recruit underserved students from the Mission, Bayview/Hunters Point, and Excelsior districts where previous SFUSD Consent Decree reports indicate additional

¹ The Field Act represents a set of building standards relating to seismic safety. Schools that are not compliant with the Field Act cannot be used for housing students.

attention is merited. LHS strives to build classes of students that reflect the diversity of San Francisco, not only in terms of ethnicity but also in terms of socioeconomic status, language, parents' educational levels, and nationality. LHS believes that heterogeneity is beneficial for academic achievement and important for leadership development. Notwithstanding LHS' goal of achieving heterogeneity in its student population, over the past five years, LHS acknowledges that its demographic mix has shifted from heterogeneous to a mix primarily composed of Latinos (70%) and African-Americans (20%) consistent with the shift in the demographics of the community.

Due to the challenges that LHS has faced with attracting and retaining students since 2006-07, the Executive Director provided a statement that indicated the following:

1. The most significant factor that has impeded LHS' attraction and retention of students has been its lack of a permanent facility, and the fact that LHS has had to relocate multiple times, including four times since it began operations in 1996 and twice in the past six years. LHS is currently co-located with a middle school on a district site, which has made it difficult to attract and retain students.
2. In 2011-12, the school added an Executive Director position to address external conditions affecting the school, including long-term facilities planning, board development, and fundraising. In addition, the governing board authorized the Executive Director to hire a Vice Principal. The addition of these positions resulted in LHS incurring a significant net loss during the 2011-12 fiscal year.
3. The 2012-13 fiscal year was problematic in that the then newly hired Principal resigned and LHS lost approximately 50% of its staff, resulting in a significant drop in average daily attendance. The Vice Principal replaced the Principal, but the Vice Principal position was not filled.

Educational Management Organization: This section is not applicable, as LHS is not run by an EMO.

Management Experience: The resumes of LHS' personnel and the management team demonstrate professional, experienced and qualified individuals serving in key capacities within the organization. LHS' key staff include its Executive Director, Elizabeth Rood, and its Principal, Beth Silbergeld. The District's key staff person responsible for oversight of LHS is Michael Davis, District Director of Policy & Planning, and Charter Schools.

Elizabeth Rood has served as LHS' Executive Director since 2011 where she has been responsible for setting strategic direction, supervising the Principal, collaborating with governing board members to fill critical resource needs, leading accreditation and charter renewal processes, and overseeing the budget process. Prior to this position, Ms. Rood served as Principal with LHS (2005-11), and English Teacher and Academic Advisor at LHS (2003-05). Prior to these positions, Ms. Rood served as an English-language arts teacher at Gloria R. Davis Middle School (SFUSD) (2001-02) and coordinator for a principal-certification program at The Met School (1999-2001). Ms. Rood holds a Masters' Degree in Educational Leadership and a Single Subject Teaching Credential in English and Social Studies with CLAD from Mills College, and is currently in the process of earning her Doctorate in Educational Leadership from Mills College.

Beth Silbergeld has served as Principal at LHS since January 2013. Prior to this position, Ms. Silbergeld served as Vice Principal at LHS (Aug. 2011 – Jan. 2013), Department Coach and Supervisor at LHS (2003-11), and teacher at LHS (2001-11). Ms. Silbergeld has also served as a school leadership coach with San Francisco Coalition of Essential Schools. As Department Coach and Supervisor with LHS, Ms. Silbergeld was responsible for supervising, and supporting the math, science, and technology department, providing critical feedback to teachers based on classroom observations, planning and coaching professional development for teachers, and developing school-wide policies to address students’ needs. Ms. Silbergeld holds an M.A. in Secondary Science Education from the University of Colorado as well as an M.A. in Educational Administration and an Administrative Credential from San Francisco State University.

Paul Cardoni has served as District representative for State funded projects since 2000 where he has been responsible for planning, organizing, and directing District-related capital facilities projects from conception to construction, as well as coordinating and securing approvals from State of California agencies. Mr. Cardoni holds a B.A. in architecture from the University of Oregon.

Michael Davis has served as the District Director, Policy & Planning, and Charter Schools, since 2012. Prior to this position, Mr. Davis served as a Consultant with Education Management Consultants (2004-11), COO for Educational Administrative Services Corps (2000-04), and Consultant and Administrative Analyst for the San Bernardino County Office of Education (1986-2000). Mr. Davis holds an M.P.A. from American University in Washington, D.C.

Board Experience: LHS is governed by an all-volunteer Board. The Board consists of community, business, and educational leaders, as well as representatives from the staff, the Parent Association, the Alumni Association, and the current student body. The Board of Trustees is responsible for the fiduciary oversight of the organization, for the hiring and evaluation of the Principal, and for fundraising.

The Board composition is represented by the following table.

NAME	OCCUPATION	TERM OF OFFICE (years)
Andrew Amoroso	Associate, Reed Smith, LLP	2013-14
Bill Brockenborough, Chair	General Manager, Bloom Energy	2011-14
Lonnie Holmes	Federal Investigator, Department of Labor	2013-16
Jennifer Hu	Associate, A.T. Kearney	2013-14
Brittany Imwalle, Vice Chair	Independent Consultant, non-profits and foundations	2011-14
Sally Johnston	Independent Consultant, financial services	2013-16
Mike Keenly, Treasurer	Hardware Manager, NETGEAR	2011-14
Lloyd Noronha,	Marketing Manager, Juniper	2012-15

	Networks	
Robert Perez	Senior Vice President and Director, West Coast Operations, Spitfire Strategies	2013-16
Elizabeth Rood	Executive Director, Leadership High School	
Beth Silbergeld*	Principal, Leadership High School	

*Non-voting member

Management Experience for Schools Open Less than Two Years: Not applicable as LHS has been conducting instructional operations since 1996.

Student Performance: Because of its implications for student enrollment stability and growth, staff views student performance as a leading indicator of a charter school’s financial position. Schools with improving student performance trends are viewed favorably, especially if these trends exceed threshold goals set by the school or the California Department of Education (CDE). In order to measure student performance, staff utilizes Academic Performance Index (API) and Adequate Yearly Progress (AYP) trend data generated by the CDE. The API is also used as an indicator for measuring AYP per the No Child Left Behind Act of 2001. Any school not meeting AYP targets would face additional mandates and corrective actions if the school is a recipient of federal Title I funds.

LHS has multiple years of AYP and API results, allowing a review of progress and comparison to similar schools. The table below reflects academic performance data for LHS.

Leadership High School	FY 2008/09	FY 2009/10	FY 2010/11	FY 2011/12	FY 2012/13
ADEQUATE YEARLY PROGRESS (AYP)					
Met All AYP Criteria?	No	No	No	No	No
Criteria Met / Required Criteria	5 / 6	4 / 6	4 / 6	2 / 5	2 / 6
Met API Indicator for AYP?	No	Yes	Yes	No	No
Met Graduation Rate?	Yes	Yes	Yes	N/A	No
ACADEMIC PERFORMANCE INDEX (API)					
Met Schoolwide Growth Target?	No	Yes	No	No	No
Met Comparable Improvement Growth Target?	No	Yes	No	No	No
Met Both Schoolwide & CI Growth Targets?	No	Yes	No	No	No
API Base Statewide Rank (10 = best)	2	2	2	2	1
API Base Similar Schools Rank (10 = best)	2	1	1	2	2
School's Actual Growth	N/A	29	5	-2	-2
Similar Schools Median of Actual Growth	N/A	19	10	8	6
Did School's Growth Exceed Median?	N/A	Yes	No	No	No

LHS has failed to meet all AYP criteria for each of the past five years and is in its third year on Program Improvement status per the No Child Left Behind Act of 2001. LHS has met its API growth target in only one of the past five years, 2009-10, and has achieved API growth scores of 618, 647, 653, 648, and 646 for 2008-09 through 2012-13, respectively. Based on its API base scores, LHS’ statewide and similar schools rankings for 2011-12 were “2” and “2”, respectively (“10” = best), and for 2012-13, its statewide and similar schools rankings were “1” and “2”, respectively.

Because of staff's concern regarding LHS' substandard academic performance over the past five years, staff requested LHS to provide additional information to address its academic performance. In its response to staff's request, LHS submitted the following: (1) an action plan, dated October 2011, which it indicated was used for purposes of accreditation through the Western Association of Schools and Colleges; (2) a statement from the Executive Director explaining that LHS is planning to align its instructional practice in accordance with the State's anticipated formal adoption of the new "Common Core" academic standards; and (3) an academic improvement plan to support its current programmatic initiatives to address academic performance and literacy. LHS' corrective action plan, as provided by the Executive Director, is set forth at Exhibit A of this Report.

Based on LHS' explanation of its academic challenges and action plan, staff considers LHS' academic performance to not impede a recommendation for financial soundness, and further recommends that, if applicable, prior to final apportionment, staff re-evaluate LHS' academic performance for demonstrated improvement.

Student Enrollment and Retention Rates: Although LHS experienced a 25% drop in student enrollment from 331 students in 2006-07 to 247 students in 2007-08, since 2007-08, LHS' enrollment has remained relative stable with enrollment for 2008-09 through 2012-13 of 247, 247, 261, 249, 260, and 241, respectively. LHS current enrollment for 2013-14 is 257 students, and LHS is projecting enrollment to remain relative level over the next three years with anticipated enrollment of 252, 244, and 255 for 2014-15 through 2016-17, respectively. For 2017-18 and 2018-19, LHS anticipates moderate growth to 315 students.

LHS has achieved an average daily attendance (ADA) of 95% for each of the past two years, 2011-12 and 2012-13. LHS has achieved year-to-year retention rate of 92.9% for the current 2013-14 academic year. LHS does not have a current wait list.

Financial Analysis: Despite having cash on hand to satisfy the local matching share, staff conducts an analysis of the school to ensure the financial solvency of the school once the project school is operational. Highlighted below are selected financial data and credit indicators used to evaluate LHS's ability to sustain itself as an ongoing financially solvent concern.

Staff's review of LHS's financial performance is based on two years of audited financial statements (2010-11 and 2011-12), 2012-13 unaudited financials, 2013-14 budget and financial projections from 2014-15 through 2016-17 as provided by LHS. The school expects to occupy the project in 2014-15.

Item 9 – Leadership High School

Leadership High School	Actual FY 2010/11	Actual FY 2011/12	Unaudited FY 2012/13	Budgeted FY 2013/14	Projected FY 2014/15	Projected FY 2015/16	Projected FY 2016/17
ENROLLMENT PROJECTIONS							
Enrollment	249	260	241	257	252	244	255
Average Daily Attendance	236	246	229	244	239	232	242
Average Daily Attendance (%)	95%	95%	95%	95%	95%	95%	95%
FINANCIAL PROJECTIONS							
Total Revenues Available for CSFP Payment	\$ 2,249,247	\$ 1,907,189	\$ 1,974,248	\$ 2,031,896	\$ 2,304,004	\$ 2,339,983	\$ 2,544,838
Total Expenses Paid Before CSFP Payment	2,072,905	2,118,656	2,189,345	1,933,546	2,047,630	2,179,475	2,256,973
Accounting Adjustments	32,606	32,891	35,876	-	-	-	-
Net Revenues Available for CSFP Payment	\$ 208,948	\$ (178,576)	\$ (179,221)	\$ 98,350	\$ 256,374	\$ 160,508	\$ 287,865
CSFP Payment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net Revenues After CSFP Payment	\$ 208,948	\$ (178,576)	\$ (179,221)	\$ 98,350	\$ 256,374	\$ 160,508	\$ 287,865
FINANCIAL INDICATORS							
Net Revenues Available for CSFP Payment	\$ 208,948	\$ (178,576)	\$ (179,221)	\$ 98,350	\$ 256,374	\$ 160,508	\$ 287,865
Debt Service Coverage by Net Revenues	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Contributions	\$ 210,573	\$ 26,407	\$ 44,762	\$ 130,000	\$ 132,600	\$ 135,242	\$ 137,957
Debt Service Coverage by Net Revenues (w/out Contributions)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CSFP Lease Payment / Revenues	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Contributions / Revenues	9.4%	1.4%	2.3%	6.4%	5.8%	5.8%	5.4%
Net Revenues After CSFP Payment / Revenues	9.3%	-9.4%	-9.1%	4.8%	11.1%	6.9%	11.3%
Revenues / ADA	\$ 9,543	\$ 7,750	\$ 8,629	\$ 8,322	\$ 9,624	\$ 10,095	\$ 10,505
Expenses / ADA	\$ 8,795	\$ 8,609	\$ 9,569	\$ 7,920	\$ 8,553	\$ 9,402	\$ 9,317
Surplus (Deficit) / ADA	\$ 748	\$ (859)	\$ (940)	\$ 403	\$ 1,071	\$ 692	\$ 1,188
Net Working Capital	\$ 1,155,095	\$ 930,220					
Net Working Capital / Expenses	55.7%	43.9%					

Long Term Debt: As of June 30, 2013, LHS does not have any outstanding long-term debt obligations.

Financial Performance/Change in Net Assets: For 2010-11, LHS recorded a gain in net revenues of \$208,948 on \$2.25 million in revenues and \$2.07 million in expenses. However, in 2011-12, LHS produced a net deficit of \$178,576 based on revenues of \$1.91 million and \$2.12 million, while adding back depreciation of \$32,891. According to LHS' unaudited financials, the school will produce a comparable net deficit of \$179,221 for 2012-13. LHS' operated at deficits in 2011-12 and 2012-13 mainly due to an increase in administrative costs deemed necessary by the Board to ensure improved school management. LHS has since reduced administrative costs in 2013-14 and LHS staff acknowledges an improvement in management since the administrative restructuring. In looking at the 2013-14 budgeted financials, LHS expects to produce net income of \$98,350 based on revenues and expenditures of \$2.03 million and \$1.93 million, respectively. LHS projects a positive operating margin during the first two years of project occupancy (2015-16 and 2016-17) of \$160,508 and \$287,865, respectively. Based on the financial information that LHS has provided, staff considers LHS as an ongoing financially solvent concern following Program project completion.

LHS' financial projections are based upon the following assumptions: (1) project occupancy in 2015-16; (2) student enrollment at 250 throughout the projected years (3) projected ADA rates of 95% for 2012-13 through 2016-17; (3) general purpose block grant funding rate of \$6,148 (grades 9-12) in 2013-14 with annual increases to the base rate through the Local Control Funding Formula; (4) cost of living adjustment (COLA) on charter school general purpose block grant and other State charter school entitlements of 0.0% for the years 2014-15, 2.5% for 2015-16, and 2.5% for 2016-17; and (6) 3% COLA to certificated and classified salaries through the projected years; and 2% increases in other expenses (i.e. supplies).

Debt Service Coverage/Local Matching Share – As LHS will satisfy its local match requirement with funds provided by SFUSD, no debt service coverage is required for the Program project. SFUSD has provided staff with evidence of adequate funds on hand to meet the local match requirement of \$9,111,940.

Liquidity – Liquidity measured in terms of net working capital (NWC) is calculated by subtracting current liabilities from current assets. As of June 30, 2011, NWC was \$1.16 million, representing 55.7% of expenses. As of June 30, 2012, NWC was \$930,220, representing 43.9% of total expenses. Staff considers NWC equivalent to at least 5.0% of total expenses to be sufficient. In addition to NWC, as of June 30, 2013, LHS had \$267,378 in cash balances.

Strengths, Weaknesses and Mitigants

- + LHS is able to meet the local match requirement with cash on hand provided by SFUSD bond proceeds. Cash will need to be set aside and designated for purposes of meeting its local matching share.

- +/- Administrative restructuring increased administrative costs in 2011-12 and 2012-13, resulting in net deficits in those years. LHS has since reduced administrative costs in 2013-14 and anticipate operating at a positive margin.

- LHS has failed to meet all AYP criteria for each of the past five years and is in its third year on Program Improvement status per the No Child Left Behind Act of 2001. LHS also maintains fairly poor statewide and similar school rankings of “1” and “2” out of 10, respectively.

- + LHS has reached its target enrollment of 250 students and does not project any further enrollment growth for the foreseeable future.

Staff Recommendation: Staff recommends that the California School Finance Authority (Authority) Board determine that San Francisco Unified School District (District), on behalf of Leadership High School (LHS) is financially sound for the purposes of the Charter School Facilities Program (“Program” or “CSFP”) Advance Apportionment and/or Final Apportionment. This determination as it relates to Advance Apportionment is in place for six months and assumes no financial, operational, or legal material findings within this time period. Staff recommends that the CSFA Board direct staff to notify the Office of Public School Construction and the State Allocation Board regarding this determination. *Despite having cash on hand to satisfy the local matching share, staff conducts an analysis of the school to ensure the financial solvency of the school once the project school is operational.*

EXHIBIT A

Leadership High School: Academic Improvement Plan

Leadership High School's school leaders and staff recognize that, to fulfill our promise of preparing all graduates for success in college, raising student proficiency in academic skills is critical. Incoming students regularly enter with reading and mathematics skills at the 6th grade level or below, and yet the content of high school classes and assessments (such as the STAR tests, the basis for the API) demand college-preparatory content. Filling in the gaps while keeping up with the grade-level content is challenging, particularly under time and budget constraints and takes a solid strategy.

Consequently, Leadership has focused its improvement efforts with a three-pronged strategy:

1. Strengthen school community so that there are fewer disruptions and a strong academic, college-going culture.
2. Build foundational skills in both mathematics and English so that students have access to the college-preparatory curriculum.
3. Focus resources on supporting teachers to align curriculum to the standards, assess for gaps, and create strong plans for re-teaching.

Strengthening School Culture

Very few Leadership High School students come from families where a parent has completed college; nearly three-quarters come from economically disadvantaged families; and more than half speak a language other than English at home. In San Francisco, there is an enormous achievement gap for students like ours. Creating a community of high expectations and intellectual engagement with a solid college-going culture is the critical first step in improving academics at the school. Toward this end, Leadership has:

- Focused resources and training for staff who deal most directly with discipline, creating a new position of Dean for the 2013-2014 school year and hiring an experienced community leader for this role.
- Dedicated resources to a new Attendance Manager position to intervene with students who are chronically absent.
- Rewritten the student handbook and disciplinary procedures to create more consistency and higher expectations.
- Hired a part-time therapist to work individually with students in need.
- Created a partnership with College Summit, which provides college-readiness curriculum to all 11th and 12th graders, including a peer college guidance program.
- Focused on development of our Parent Association.

- Created a new program, called “Sessions,” through which students have additional opportunities for remediation and/or enrichment depending on their academic needs.

The action plan moving forward focuses primarily on retaining newly hired staff, as the shift in culture is apparent and strong.

Increasing Foundational Skills and Improving Remediation

Given our school’s high percentage of English Learners and low percentage of students proficient in English Language Arts and mathematics, bolstering basic academic skills has been a foundational need. Toward this end, the school has:

- Hired a part-time literacy coach to lead professional development and coaching with teachers to address reading across the curriculum.
- Implemented the Gates-McGinnite reading assessments to determine each student’s grade-level reading proficiency and to track improvement over the course of each year.
- Implemented school-wide Sustained Silent Reading through Advisory; guided students to find appropriate grade-level reading to improve fluency; instructed teachers on effective practices in SSR.
- Implemented one-on-one intervention with students reading below the 6th grade level with the Literacy Specialist.
- Hired a part-time instructor to do pull-out with students who are struggling with mathematics content due to gaps in foundational skills.

Beginning with 2013-2014, the action plan to further improve the teaching of foundational skills will include:

- Using the newly implemented Sessions program (two hours a week) to initiate basic literacy and mathematics instruction for students who have not passed the High School Exit Exam in either English or mathematics.
- Continue the one-on-one intervention efforts in both literacy and mathematics.
- Continue Gates-McGinnite reading assessment.
- Purchase and implement foundational math skills/ numeracy assessment.
- Identify ninth and tenth graders in three general groups of Proficient, Target, and Intensive, based on CASAS, McGinnite, and the math assessment to be purchased in order to tailor preparation for the High School Exit Exam between November and February, to prepare students for the census administration.

Standards-Based Instruction

Through 2012-2013, Leadership teachers have aligned curriculum to the California Teaching Standards. Beginning with 2013-2014, the school is working to realign instruction to the Common Core. Toward this end, the school has:

- Purchased two mobile laptop carts so that teachers may implement technology in the classroom toward the goal of remediation and differentiation.
- Made the strategic decision to change the mathematics course sequence so that all entering students begin with Geometry; students are then assessed for Algebra II readiness during their freshman year; students who are prepared to go on to Algebra II will do so, while the smaller portion who are not will take an intensive Algebra foundations class in their second year of high school.
- Purchased new mathematics textbooks aligned to the Common Core. Sent 2/3 of mathematics instructors to professional development connected to use of the new text.
- Implemented pull-out days with the mathematics department to look at data and develop benchmark assessments to monitor progress toward the CST assessments.
- Hired a new school principal committed to excellent, standards based assessment.

Beginning with 2013-2014, now that it is clear that the school needs to prepare for the new MAPP assessments (rather than the CSTs), the action plan to further improve standards-based instruction will include:

- Purchase of Brain Pop, an computer based instructional tool aligned to the Common Core.
- Implementation of DataDirector, a database to track student achievement and movement toward proficiency.
- Opting-in to the CORE Waiver so that the school may focus fully on implementation of Common Core standards-based instruction.
- Dedicate resources to purchase assessments aligned to the Common Core so that student progress can be monitored.
- Develop teacher evaluation system that takes student performance on standardized assessments into consideration.
- Focus professional development in 2013 – 2014 and 2014 – 2015 on re-aligning curriculum to the Common Core.
- Focus on retaining teachers so that quality instruction is built over time.

Data to Track Progress

Gates McGinnite Reading Test

	Fall 2012	Spring 2013	Fall 2013
Class of 2017	NA	NA	Average grade level: 7.8 <ul style="list-style-type: none"> ➤ 16%: Elem level ➤ 48%: MS level ➤ 13% HS level ➤ 23%: college

Class of 2016	Average grade level: 6.25 ➤ 50%: Elem level ➤ 37%: MS level ➤ 11%: HS level ➤ 4% college	9.7	9.8 ➤ 7%: Elem level ➤ 33%: MS level ➤ 33% HS level ➤ 27%: college
Class of 2015	Average grade level: 8.1 ➤ 21%: Elem level ➤ 52%: MS level ➤ 20%: HS level ➤ 11% college	10.2	9.5 ➤ 27%: Elem level ➤ 31%: MS level ➤ 18% HS level ➤ 27%: college
Class of 2014	Average grade level: 9.17 ➤ 6% Elem level ➤ 49% MS level ➤ 33% HS level ➤ 16% college	10.1	10.2 (Including AP English) ➤ 38%: Elem level ➤ 15%: MS level ➤ 12% HS level ➤ 35%: college
Class of 2013 (Not including students in AP English)	Average grade level: 9.3 ➤ 13% Elem level ➤ 36% MS level ➤ 33% HS level ➤ 24% college	9.3	NA

California High School Exit Exam

As a Title I school, proficiency rates on the High School Exit Exam are a key determining factor of Annual Yearly Progress. While the school does not expect to meet the NCLB definition of success (for 2014, it will be 100% of students proficient), we are committed to making steady upward progress toward the goal of meeting the Federal Safe Harbor Calculation. For 2013, the growth in scores in both mathematics and English language arts was strong enough that this threshold was met:

ENGLISH	2010 – 2011	2011 – 2012	2012 – 2013
10th Pass Rate	70% SFUSD Rate: 78%	75% SFUSD Rate: 80%	80% SFUSD Rate: 78%
10th Proficiency Rate	28%	33%	39%

MATHEMATICS	2010 – 2011	2011 – 2012	2012 – 2013
10th Pass Rate	64% SFUSD Rate: 82%	61% SFUSD Rate: 85%	79% SFUSD Rate: 85%
10th Proficiency Rate	21%	20%	33%

These scores demonstrate that the added attention to filling in foundational gaps in skills is working. However, the drop in reading scores over the summer (referred to in the literature as the summer slump) indicates that a specific plan to ensure that all students read over the summer will need to be implemented between now and next May.