

# Franklin-McKinley High Quality Schools Compact

**December 3, 2013**

## **Collaborating Agencies**

### **Franklin-McKinley School District**

#### **Charter Partners**

ACE Charter Middle

Cornerstone Academy Preparatory School

KIPP Bay Area Schools (Heritage)

Rocketship Education (Mosaic and Spark)

Voices College-Bound Language Academy

#### **Community Partners**

Alpha Public Schools

Catholic Charities

Eastside Alliance

Franklin-McKinley Children's Initiative

San Jose Charter Consortium

Innovate Public Schools

Community/Parent Advocacy Organizations (PACT)

## Franklin-McKinley High Quality Schools Compact

### *Preparing All Students as Global Learners*

*“A small group of thoughtful people could change the world.  
Indeed, it’s the only thing that ever does.”*

–Margaret Mead

As reported in several major findings developed by organizations from Silicon Valley, including SJ2020’s “Community Foundations Report” and Innovate Public Schools’ “Broken Promises: The Children Left Behind in Silicon Valley Schools,” there is a small and growing group of exceptional schools even in San Jose’s most challenged neighborhoods. The critical problem is that we have lacked a systematic approach to learn from, and then replicate the pockets of educational excellence that exist in our community. This is especially true in districts serving low-income neighborhoods where very few families have a history of college success. For every example of excellence and hope, there are far too many counter-examples where children are underachieving and efforts to break the cycle of failure have fallen short.

The solution is as clear as it is challenging. Take successful innovations from both local and national models and replicate them throughout the District and, in time, throughout the city of San Jose. The **Franklin-McKinley High Quality Schools Compact** is a community-wide statement of purpose that is both optimistic about the change that great schools bring to a community and impatient with how slowly we have been able to scale up these great schools to serve all students and families.

There is urgency in our community that is mirrored nationwide. The paradigm shift in education is upon us, and these changes in the curriculum and assessment systems mandate significant changes in the way teachers plan, the way teachers teach, the way students demonstrate their learning, and the way leaders lead. The effort of our joint work serves to utilize the collective intelligence, professional practices, existing research and experience among the partners to enable all of the classrooms to prepare our students for a college and career track.

The members of the **Franklin-McKinley High Quality Schools Compact** led by the Franklin-McKinley School District, including its 16 District schools and seven District-approved Charter Schools, and its local community partners are inspired by the results of great schools and successful urban districts, both locally and across the country. Right now in Franklin-McKinley, conditions are ripe for the District and Charters to take a systems-level approach, focusing especially on fundamental improvement of existing schools, school redesign, and any new models based on the needs demonstrated by student performance data. To drive success at these schools, the Compact members will work together to train and support the teachers and

leaders needed to launch and sustain these schools and programs, and create a collaborative community ecosystem in which they will thrive.

The members of the compact group are committed to ensuring that students who reside within our District have access to high performing seats across a variety of schools. To quantify our collective vision for progress, compact members have agreed upon the following ambitious goal:

### **North Star Goal**

*The members of the Franklin-McKinley High Quality Schools Compact agree to work collaboratively so that all of our students leave the 8th grade prepared to participate in a four-year college and a career-ready high school course of study.*

*We will measure student readiness by ensuring that all students, including students who have traditionally struggled to excel academically, are performing at a college-ready level (as measured by the SBAC assessment) and by ensuring that they have the skills and habits of mind needed to successfully enter a college and career-ready program of study in their first year of high school.*

*To accomplish this goal, members of the Compact agree to dramatically increase the number of high performing seats for students in our region by redesigning current schools based on the successful best practices shared through the work of this Compact, expanding the percentage of high performing seats in District and Charter schools, and working to transform and dramatically improve historically underperforming schools into programs of excellence. By 2020, all students in our District will attend a high performing school.*

*A high performing school is one in which 70% or more of all students, in all subgroup<sup>1</sup>, are achieving at a college-ready rate. Charter compact members agree to attain this goal by ensuring that proficiency rates for all subgroups improve by 10% per year.<sup>2</sup>*

### **Compact Partner Profiles**

The Franklin-McKinley Quality Schools Compact provides a model for forward-thinking, next-generation school development at the community level, and commits to developing new leaders who drive current, redesigned and/or new schools in a community-wide context of ensuring that all students have access to a great school tailored to their educational needs. Compact leaders will develop a replicable model to build community-wide alliances between school districts, Charter organizations, and neighborhood/parent leaders to increase the number of high quality school options for students.

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<sup>1</sup> With the exception of the severely disabled.

<sup>2</sup> Pending analysis and verification from WestEd.

### **Franklin-McKinley District Profile**

The *Franklin-McKinley School District* (FMSD) will take advantage of the momentum around innovation and collaboration that currently exists in the District and use this Compact to expand an established community-wide partnership that goes beyond a reactive campus-by-campus approach. The *Franklin-McKinley School District* will make sure every community and every group of students is served by a great school. The *Franklin-McKinley Compact* intends to address the demand to expand current educational innovation more rapidly by capitalizing on the demonstrated ability of all the partners to bring great practices and school design to the neighborhoods that need them the most.

For the Franklin-McKinley Board of Trustees and their Superintendent, the work envisioned in this Compact is driven by a focus on equity, equal opportunity, and social justice. FMSD has a wide diversity of students and families: 60% Hispanic, approximately 30% Asian (primarily Vietnamese). The remaining 10% is comprised of White, Filipino, and African-American students. Currently 79% of our students qualify to receive the Free and Reduced Lunch Program, and 62% are English Language Learners (ELLs). The average District mobility rate is 33% (ranging from 27% to 43%).

The 2013 STAR results revealed some remarkable results for the Franklin-McKinley School District. The Franklin-McKinley School District showed the highest gains of all the school districts in Santa Clara County with an overall 7 point gain in the District's API, achieving an overall score of 789. This brings the District's API growth over the past six years to 71 points. Within the District, three schools were recognized as the Top 20 API gains for elementary schools in the county, and one of the middle schools as one of the Top 10 API gainers. The District proudly boasts 10 schools in individual school achievement with an API of 800 or higher. Five schools showed double digit gains, 14 schools met or exceeded their school-wide API targets, and nine schools met both school-wide and significant sub-group targets for API.

FMSD has emerged as a regional leader taking innovative steps to meet student and parent needs, most notably through its *Effective School Designs* Portfolio. This portfolio welcomes Charters and other school designs meeting the District's criteria for standards-driven assessments and instruction.

Franklin-McKinley has been a regional leader offering families a portfolio of schools from which to choose. This portfolio includes seven Board-approved Charter Schools, including two Rocketship Schools (K – 5), one ACE School (5 – 8), and one KIPP Academy (5 – 8). In addition, the District has launched new career-themed academies at its middle schools. These are the *first of their kind* in California – middle grade Career Academies that serve to connect the middle school student to relevant curriculum through business partnerships in the Health Sciences and Information Technology industry. Another District designed educational opportunity was launched in August 2013 through collaboration with KIPP and leading Silicon Valley corporations – the *Seven Trees Community Schools Initiative*. This initiative has redesigned the educational landscape in one of the most under-resourced neighborhoods in the city. The entire *District Portfolio of Schools* is advertised and marketed throughout the

District as a joint partnership that provides profiles of each locally operated school (District and Charter) in three languages with families. The District has planned to launch an enrollment showcase to share these options with families in January 2014 and each year thereafter.

Other key initiatives that the District has already launched include:

- *Franklin-McKinley Children's Initiative* – Created by FMSD, along with more than 30 community partners, to provide a comprehensive approach to coordinating school reform, health, social service, housing, neighborhood and economic development efforts in one of the most challenging neighborhood zones in East San Jose.
- *The College Connection Academy (grades 7-13)* – Funded in part by support from the Foundation for California Community Colleges, which includes the first US partnership with the Scottish Qualification Authority, and enables students to earn a qualification award in "Alternative Energy."
- *Educare of California: Silicon Valley* – A state-of-the-art early childhood center serving families and children, ages zero to five. The new 30,000 sq. ft. 'Educare' complex will be located in the heart of the *Franklin-McKinley Children's Initiative* zone.
- The "Superintendent Zone," schools - A designation applied to struggling schools which allows the Superintendent to implement dramatic turnaround measures as needed.
- *Systematic leadership development program in partnership with Partners in School Innovation* - Supporting and growing teacher leaders and administrators to lead schools transitioning to the Common Core and accompanying assessment system.
- *Blended Learning Study and the Generation I Blended Learning Pilot program* – The District has purposely sought out local Charter and public schools who have demonstrated movement towards implementing a blended learning environment, including Rocketship Education, Gilroy Prep and Alpha Charter. From this research, the district has developed a model for supporting the implementation of a Blended Learning initiative (Generation I Blended Learning), which includes the following elements: teacher professional development and coach training for early adopters to expansion of blended learning model across the District, redesign of district instructional framework to include technology competencies for students at each grade level, and pilot implementation of variety of digital tools in an agnostic system. FMSD is participating in a national pilot of the Pearson Common Core System of Course, intending to dramatically change teaching and learning in the FMSD classrooms. Early technology adopters engaged in year-long training to assist in the design of a larger roll out of digital curriculum and accompanying professional development to properly implement technology as a tool for personalizing learning and demonstrating knowledge in FMSD's classrooms. The district is one of five nationwide to be a part of the digital curriculum pilot with the Pearson Foundation.

### **District-Approved Charter Schools**

Over the past several years, the District has approved six independent Charter schools and created one dependent Charter. The organizations approved include: ACE Charter Middle, Bridges Academy (dependent Charter), Cornerstone Academy Preparatory School, KIPP Middle

School Academy (Heritage), Rocketship Mosaic Charter School, Rocketship Spark Charter School, and Voices College-Bound Language Academy Charter School.

The following table reflects the history of each Charter school approved by the FMSD Trustees:

School	Approval Year	Charter Term	Grade Levels Served
ACE Charter Middle	2013	2014 - 2019	5 <sup>th</sup> – 8 <sup>th</sup>
Bridges Academy	2010	2010 - 2015	7 <sup>th</sup> – 8 <sup>th</sup>
Cornerstone Academy Preparatory School	2009	2010 - 2015	Kindergarten – 6 <sup>th</sup>
KIPP Heritage	2013	8/2014 - 7/2019	5 <sup>th</sup> – 8 <sup>th</sup>
Rocketship Mosaic	2010	2010 - 2015	Kindergarten – 5 <sup>th</sup>
Rocketship Spark	2010	2013 - 2018	Kindergarten – 5 <sup>th</sup>
Voices College-Bound Language Academy	2007	2012 - 2017	Kindergarten – 8 <sup>th</sup>

## Community Partners

### Alpha Public Schools

The District staff has studied the unique and creative model of Alpha Charter Schools in a nearby District, and has included Alpha in the redesign efforts of one of the District middle schools (Sylvandale’s IT Careers Academy). Alpha Public Schools is utilizing a school design that combines innovative technology and high quality teaching to personalize learning for students and prepare them for college and career. Alpha Public Schools has been identified by Silicon Schools and the Gates Next Generation Learning Challenge as an innovative blended learning approach and FMSD will draw on this expertise, as well as expertise from existing Charter partners such as ACE and Rocketship to support the expansion of effective, technology-enabled approaches to personalizing learning.

### Catholic Charities

Through Catholic Charities, the FMSD is served by three FIRST 5 Family Resource Centers and two additional satellite sites that provide programming for families with children 0-5 years of age. Programming includes parent engagement, early learning opportunities for the entire family, as well as leadership development.

The CORAL (Communities Organizing to Advance Learning) After-School Program is a K-8 after-school program that focuses on improving academic achievement through literacy and homework assistance in all FMSD schools.

School Linked Services (SLS) delivers coordinated and effective health and social services on school campuses. SLS staff coordinates campus-based services and service providers actively engaging families, caregivers, and the community in a campus collaborative.

Through Prevention and Early Intervention (PEI), Catholic Charities provides direct service to FMSD families that include parent engagement pertinent to reducing the disparities related to access to mental health intervention services through schools.

### **Eastside Alliance**

The Eastside Alliance (ESA) was created in partnership with the Silicon Valley Education Foundation (SVEF) to bring eight school districts on San Jose's East Side together to create a seamless pre-K to college (PK-16) pathway for students. The ultimate goal of the ESA is to accelerate the percentage of students who graduate from the Eastside Union High School District (ESUHSD) prepared for college and careers. With California's adoption of the Common Core State Standards (CCSS) in 2010, all districts will need to implement new standards and assessments. The Eastside Alliance of School Districts includes the Eastside Union High School District (ESUHSD) and the seven partner elementary Districts: Alum Rock, Berryessa, Evergreen, Franklin-McKinley, Mount Pleasant, Oak Grove, and Orchard. The Alliance serves approximately 85,560 students, 90 percent of whom are students of color. In the 2011-12 academic year, the completion rate of the "A-G" requirements was only 33% for all students in ESUHSD and 16% for Hispanic students. If these districts formed a unified school district, it would represent the third largest school district in California.

#### **Theory of Action:**

The Eastside Alliance is committed to work collaboratively toward the following:

- Creating and implementing a Common Core State Standards Implementation Plan.
- Focusing systemically on increasing the number of students academically prepared for college.
- Continued articulation between districts and grade levels that fosters a culture of sharing best practices and results.
- Community participation in the improvement of student performance.
- Measurable progress toward narrowing the achievement gap.<sup>3</sup>

### **Franklin-McKinley Children's Initiative (FMCI)**

In partnership with the City of San Jose, the Santa Clara County Office of Education, FIRST 5 of Santa Clara County, the Franklin-McKinley School District, and Catholic Charities of Santa Clara County have created the Franklin-McKinley Children's Initiative (FMCI), a place-based approach to organize community resources to implement a comprehensive cradle to career pipeline focused on community schools, safe and strong neighborhoods, and economic development. Its vision is for every child in FMCI to graduate high school prepared to get to and through a college and career pathway.

The Franklin McKinley Children's Initiative is working in the greater Santee neighborhood, an under-resourced community on the East Side of San Jose. While rich in diversity and community leadership, the community and its schools face many obstacles. Recognizing these challenges, a group of residents, service providers, and community partners came together to form three work groups focused on implementing the mission. There are currently six schools within the greater FMCI zone, including the feeder high school and three Charter schools. The new

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<sup>3</sup> The Franklin-McKinley Superintendent is the Chairperson of the Eastside Alliance.

Educare complex will open in the Santee neighborhood in 2015 serving children from birth to age five with state-of-the-art early childhood education for 200 students and their families.

### **Innovate Public Schools**

Innovate Public Schools is the convening agency for the Compact Partners. Innovate is responsible for overseeing the Compact application process, attracting new district, charter, and city partners to the project. They are also responsible for designing and implementing the Start-Up Schools Fellowship Training Program for new school leaders, leading the data/common metrics work, and, with PACT, conducting parent engagement training.

### **PACT**

PACT, People Acting in Community Together, is a non-profit network of community members and organizations of over 30 communities of faith and public schools, representing more than 55,000 people in Santa Clara County. As a non-partisan organization, the core of our work is deeply rooted in the interests of parents and students. For more than 13 years, PACT has established itself as an expert in identifying, connecting, and training parent leaders. PACT has contributed to the creation of dozens of high quality, new charter and district schools, by engaging, developing, and organizing parent and community members, and helping them transform into civically engaged leaders and education reformers.

PACT works with partners to build community buy-in/engagement for the change. This will include generating grassroots and grassroots leadership buy-in, especially parent and city leaders. This buy-in will encompass changes at existing schools and the vision for new or redesigned schools. PACT also works with partners to build parent-engaged schools, working directly with parent leaders to develop more parent leaders, as well as staff development at schools to implement best practices of family-friendly school culture.

### **San Jose Charter School Consortium**

The Consortium brings together charter leaders who are focused on closing the achievement gap and ensuring that every student in San Jose has a seat at an excellent school. The Consortium supports the development of high-performing charters and works to engage community leaders in the charter movement in order to increase college success in low-income San Jose communities.

## **Partner Commitments**

The Franklin-McKinley Compact is the logical next step of SJ/SV 2020, a region-wide commitment by school districts, Charter schools, and city and community leaders to give all children the schools they need to reach grade-level proficiency and college readiness. The Compact Partners recognize that to reach our ambitious goals, we must take advantage of all the resources and expertise available in our community, no matter where they come from. Our overarching, shared commitments are to:

- Support and increase the achievement of every child by setting high standards, and monitoring performance of ALL students, specifically persistently low-achieving subgroups.

- Scale District-wide the growth of high performing seats in high quality public schools (both District and Charter) by actively replicating the most promising and successful school models and practices.
- Address the academic needs of Latino, low-income, and English Learner students and narrow the achievement gap through implementing effective leadership and instructional monitoring practices.
- Create cross-sector collaborative approaches to areas such as progress monitoring, facilities planning, student transfer procedures, and advocacy that result in higher performance across all Compact Partners.
- Support opportunities for special education students to have access to all educational settings.
- Develop a matrix measurement that provides and evaluates evidence of program success
- Approach any future partnerships with Charters and other partners utilizing the same cooperative framework that exists now with regard to facilities and sharing effective instructional approaches.

**The Franklin-McKinley School District will:**

- Recognize need for implementing new programs, and redesigned and/or new schools in high-need neighborhoods in collaboration with other Compact Partners.
- Share all enrollment, discipline, and student achievement data with all partners in the compact and publish this data for access by all stakeholders.
- Commit to a mutual obligation to pursue accountability across all schools in the District, including by working to immediately address persistently low-performing schools, whether District or Charter.
- Actively share demonstrated best practices and participate in communities of practice (especially around school leader training and development) with Charter school and other partners.
- Act swiftly in concert with Compact Partners to help the most effective schools and programs grow to scale across the District, regardless of whether those schools are District or Charter schools, so that every child in the District has access to a great school.
- Include District approved Charter Schools staff in the Eastside Alliance Common Core professional development training and alignment work.
- Commit to working with all the parent advocacy partners to train parents to be leaders who support other parents to educate and navigate the educational system through the establishment of a strong parent network – (e.g. Family Involvement Action Team – Joyce Epstein)
- Create opportunities for parent leadership by involving families in critical work such as governing board representation, hiring, development of school culture, community outreach, etc.

**The Charter School Partners and the Charter School Consortium will:**

- Serve all students in the District, especially students from high-risk subgroups (English Learners, low-performing students, students with behavioral problems, Special Needs students, etc.), evidenced by CalPads information system.

- Direct recruitment and community outreach efforts to attract students from these high-risk subgroups.
- Commit to a mutual obligation to pursue accountability across all schools in the city, including by working to immediately address persistently low-performing schools, whether District or Charter.
- Create opportunities for parent leadership by involving families in critical work such as governing board representation, hiring, development of school culture, community outreach, etc.
- Share all enrollment, discipline, and student achievement data with all partners in the compact and publish this data in a timely manner for access by all stakeholders.
- Locate schools in high-need neighborhoods identified by the Compact members and community leaders.
- Actively share demonstrated best practices and participate in communities of practice (especially around school leader training and development, special education, blended learning and Common Core implementation) with the Franklin-McKinley School District and other city-wide and regional partners.
- Commit to working with Franklin-McKinley School District to build the capacity of District teachers and school leaders to best serve all District families.
- Commit to working with PACT, Catholic Charities, and FMCI to train parent leaders.
- The Franklin-McKinley School District and Charter School Partners will work with the City of San Jose on traffic mitigation to keep all students safe.

**Community and Parent Advocacy Organizations (PACT, Catholic Charities, FMCI) will:**

- Inform and listen to the community, engaging them in the conversation and roll out of new or redesigned schools where there is teacher and principal commitment to a successful school culture and model and where parents and community members have participated in hiring and the design of the school.
- Create political will and community support of the new or redesigned school by meeting with elected officials and community members to inspire them, garner their support and hold them accountable to the commitments they will make to the project.
- Spread the word about the project in order to build public support and disseminate goals and accountability measures.

**PACT will also:**

- Train and support parent leaders to become active leaders and decision makers by participating in such areas as hiring, training other parents, and developing relationships with city leaders and funders.
- Train and support teachers and principals to develop school culture that emphasizes parent leadership and development.

**Innovate Public Schools will:**

- Commit to a mutual obligation to pursue accountability across all schools in the District, including all current turnaround methods in the law, or by other means immediately address persistently low-performing schools, whether District or Charter.

- Attract the expertise and resources for the Start-Up Schools Fellowship for principals launching new schools, and to otherwise support Districts and Charters in starting new high-performing schools for underserved students.
- Build a network of political and community leaders, District, Charters and funders to support the launch of redesigned and/or new schools.
- Lead the data analysis, production, and distribution of the common school and District reports.
- Actively recruit new District and Charter partners to the Compact.
- Train and support teachers and principals to develop school culture that emphasizes parent leadership and development.

## The Work Plan

The Compact Partners recognize that to reach our ambitious goals, we must take advantage of all the resources and expertise available in our community, no matter where it comes from. To create an ecosystem where current school redesign and/or new models can thrive, the members of the Compact commit to continuing to foster an atmosphere of trust and mutual support by sharing crucial data, expertise and resources, especially in areas which have historically caused District-Charter conflict such as student demographics, disaggregated student achievement results, and facilities.

As Compact Partners, the organizations above pledge to collaborate to develop a community of high-performing public schools that prepares students for college and careers. We agree to hold ourselves accountable for the implementation of high expectations for all students and staff as well as commit to a rigorous academic program that leads to the elimination of the achievement gap. We also agree to work together in high-trust, accountable relationships focused on the best interests of our students. In our efforts to fulfill this vision, our Compact will focus on three key, interlinked initiatives:

### **Area I: Developing Great School Leaders to Lead Current Schools, Redesigned Schools and/or New Models**<sup>4</sup>

In 2013, we sit at the crossroads of one of the most important inflection points for public education in the last century. With widespread recognition that our current education system has not systematically produced excellence or equity nationally, several seismic shifts are occurring that, done well, have the potential to prepare significantly greater numbers of students for college and career. Our compact members embrace these shifts and intend to leverage the best of our collective knowledge and joint learning to ensure that they have the intended positive effect on students in our community.

Educators across the country are facing paradigm shifts that have the potential to dramatically improve the teaching and learning experience for both students and teachers. These include supporting students to master the Common Core State Standards and the Next Gen Science

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<sup>4</sup> New Models = school-wide programs or new schools

Standards, an effort that will require new mindsets, practices, and supports for teachers to bring a more rigorous curriculum to life for students. It includes a shift to a new assessment approach which asks students to think more critically and demonstrate mastery of concepts rather than discrete and disconnected elements of content. And it includes a moment where technology is beginning to transform the classroom and beyond...where the opportunity to use technological tools to personalize learning and ensure that students' instruction is tailored to their needs and accelerating them toward high level mastery.

All of these shifts, along with the increased leadership demands on principals and teacher leaders who are leading schools with greater autonomy and heightened accountability during this time of educational innovation, calls for an intensified focus on developing the leadership competencies to do this well. The compact members see these shifts as an opportunity, and view the learning and development opportunities associated with collaboration across the members as a critical vehicle to develop a set of teacher and school leaders who effectively guide school communities through this period of rapid innovation and change and ensuring it translates to better outcomes for students.

Compact members will become true partners in preparing administrators and teacher leaders to sustain school redesigns and great new schools. This requires transforming our leadership training and professional development practices to prepare these rising leaders to create and manage the learning environments that our students and families need.

In addition, we will engage in shared professional development around best practices for District and Charter administrators (including such oft-overlooked areas as parent outreach and community engagement), a coaching program for teachers, teacher leaders and school leaders, as well as very specific roles and responsibilities for families in the selection of leaders for their communities. The District/Charter Compact members are vested in providing teachers, teacher leaders, and administrators with the tools and training to best meet the instructional needs of our students. Several areas around the concept of blended learning will be a part of the professional development for these leaders, including implementing digital curriculum platforms, designing instructional models to support blended learning as a part of the instructional delivery, and using technology as a means for students to demonstrate knowledge and produce evidence of thinking. Knowing that the capacity to implement this varies across the system, this important piece will serve to build the capacity of leaders to build their knowledge around the best practices for ensuring that the community has the training – knowledge and skills, and the capacity to implement programs to take advantage of the 21<sup>st</sup> Century tools for teaching and learning.

A commitment of the partners is to develop an approach that involves multiple data sources, modeled after the work from the MET project, to identify candidates for the programs. The three programs will build the leadership capacity for current school redesign and/or new models.

### **Start-Up Schools Fellowship**

Ten leadership fellows will participate in Innovate Public Schools' Start-Up Schools Fellowship, a year-long program to prepare them to launch highly effective Charter and new District school models. The Fellowship includes intensive leadership training and school design support focused on creating a high-performing school culture aimed at 100% college readiness for students. The Fellowship is led by Amanda Gardner, who was the founding principal of two of the top Charter schools in Massachusetts (Boston Prep and UP Academy), and the lead trainer is Nancy Euske, who was the principal designer of KIPP's Fisher Fellowship. In addition to 12 days of direct training, Fellows also receive 1-1 coaching, visit high-performing schools, and share best practices across CMOs and districts. They will also receive feedback on their school design plan, 1-1 coaching from a veteran school leader with expertise in leading excellent schools for low-income students, and visits to high performing schools. The Start-Up Schools Fellowship began in September 2013 and includes teams from 3 CMOs and 2 districts, including FMSSD.

### **Teacher Leader Development**

Twelve teacher leaders from District and Charter schools will participate in the peer-coaching pilot. Teachers will be paired across sector and engage in joint instructional coaching training as well as four visits to one another's classrooms. The goal of the program is to build a cadre of teacher leaders across sectors with strong relationships and outstanding leadership and coaching skills that will create avenues to develop and share the most effective instructional practices across the participating schools. This program will launch in January of 2014 and presuming the pilot is successful, will scale to include more teacher leaders in the 2014-15 school year. Teacher leaders will be strategically selected to represent important areas for cross sector learning such as implementation of Common Core, special education practices and using technology to personalize learning through a variety of blended learning approaches. Charter and District schools will work collaboratively to investigate shifts associated with moving to a blended learning environment, including the possibility to provide a residency program for teachers who want to implement personalized learning models inside a current school (District or Charter). This work will serve to build teacher capacity across compact members to make the significant shifts necessary to achieve the outcomes we've outlined in our North Star goal.

All of the work around leadership development for teachers and administrators will continue to support and enhance the current initiatives aligned with the implementation of the Common Core State Standards. Through the partnership with the Eastside Alliance, the Charter partners intend to collaborate in the current planning and work of the Eastside Alliance to support the transition to the Common Core State standards and accompanying assessment system.

### **Parent Engagement Training led by PACT, FMCI, and Innovate**

Many of the top public schools for low-income students in the Valley have a robust program of parent engagement. Through PACT, parents have led a 14-year community campaign to create great public schools in east San Jose. Parents are the most important advocates for quality education and have a unique role to play to ensure that the audacious goals of this Compact are reached. To ensure that District and Charter parents are fully engaged in our mission and that

all students go to high school ready to complete a college preparatory course of study, PACT and FMCI will collaborate with Compact partners to design and deliver research-based training for families to ensure that parents are engaged in local reform efforts focused on the creation of high-performing seats. Specific topics will include building relationships with local elected officials, and ensuring parents have a voice in the selection of local school leaders. PACT, FMCI, and Innovate will collaborate with Compact partners to provide both teachers and site leaders with research-based knowledge and skills to assist them to build and sustain a culture that emphasizes authentic parent leadership and development. Through the ongoing data collection that is foundational to this Compact, we will survey parents and students to provide feedback on the effectiveness of our individual and collective efforts.

In concert with the parent engagement training led by community partners, the Franklin-McKinley School District's Board of Education seeks to engage parents as educational partners to support their child's educational program as advocates for their child, and advocates for an equitable educational system. Through the FMSD parent engagement program, the District seeks to educate parents about the changes to the educational program, such as understanding the shifts in the curriculum (CCSS), instructional programs (infusion of technology) and new assessment systems. The District is developing a network of "parents educating parents" (PEP) who are trained in topics and skills sets serve as role models and guides for parents in our schools.

The intention of this partnership is to expand upon the existing programs throughout the community to better coordinate services to support parent engagement in the educational process. Partners will work with the existing organizations to ensure that these programs are based on the findings for researchers such as Joyce Epstein. Existing and new organizations such as the YMCA (Los Dichos) and Hispanic Foundation of Silicon Valley (PIQE) will be invited to support this program as well.

## **Area 2: Common Metrics, Common Goals for All Schools**

The District and Charter schools will develop and commit to system-wide and individual school performance targets as soon as the new state-wide accountability program is implemented in 2015-2016. A transitional system will be developed during the interim. These jointly established annual targets will focus both on absolute metrics (in such areas as proficiency, parent satisfaction, etc.) as well as growth measures that track year-to-year growth of particular cohorts and subgroups.

The Compact Partners will include both academic performance measures (based on the new Common Core Standards), as well as other student and community metrics. The Compact Partners agree to be transparent regarding the demographic and achievement data of students in their respective systems, and to develop common practices around the collection and tracking of this data, including such areas as student retention/attrition and a community-wide family, student, and staff survey.

### **Common “School Progress Report”**

The Compact Partners further commit to developing, based on this shared data, a School Progress Report that publicizes the above data to all stakeholders and to providing data in a timely manner to Innovate Public Schools, which is the lead on collecting, analyzing, and publishing the reports. The School Progress Report will be developed on a technology platform with a clear focus on accessibility for families drawing on lessons learned from other districts that have achieved high levels of student performance for all sub-groups, as well as quality choices for parents (e.g. Sanger/Fresno County, Long Beach, Denver, Nashville, Houston). The cross-sector data collection and analysis will serve both parents in choosing the best fit for their child as well as educators who will have access to the data to use to inform improvements in their schools.

### **Area 3: Collaborative Systems**

#### **Governance, Communication, Learning, and Improvement**

Compact Partners develop a collaborative system for on-going learning, communication and improvement. The system includes the articulation of a defined oversight structure of the compact which will include a Compact Oversight Steering Committee made up of all the signatories, and Work Plan sub-committees in each focus area of the compact. This will also include District and Charter leaders meeting to ensure equity regarding Special Education and enrollment practices and procedures. The partnership relationships are characterized by high levels of trust, transparency, accountability and performance. District and Charter schools will develop an effective system for collaboratively and transparently dealing with specific “stress” areas between Districts and Charters, especially in such key areas as facilities, fairness related to the demographics of students served, student retention and serving Special Education and other high-need students. The Compact Partners will also work together to advocate for resources for all Franklin-McKinley children.

The partnership will be managed through an overarching process that focuses on building trusting relationships through data transparency and a deep commitment to continuous improvement. Compact Partners will host social and professional learning events for more informal relationship building and will develop an oversight steering committee, project management and accountability approach that will drive the formal interactions among the partners. One of the key features of this governance structure is a quarterly partnership review process to examine partnership data, ask questions, celebrate progress, and make mid-course corrections when initiatives are off track. The process will drive accountability, learning and continuous improvement.

#### **Essential Systems for Collaboration Across Compact Members**

Franklin-McKinley School District and its District-approved Charter Schools view each other as **partners** who share the over-arching goal of providing a quality education to all the children who live in the District. The District and the Charters understand the critical role the other plays in reaching this goal and realize the urgency of making quick progress now. FMSD sees itself as

a “portfolio District,” with the aspiration of having excellent school models managed by both the District and Charter partners.

While there is certainly competition between the Compact Partners, and there is sometimes tension in the relationship, the Compact Partners keep those realities in-check and insist on putting the needs of children first. The Compact Oversight Steering Committee will report out quarterly to the Franklin-McKinley School District’s Board of Education.

In this spirit, the Compact Partners commit to focusing on six areas for cross-sector collaboration and improvement. Interwoven through each of these is a laser-like focus on student data and fairness. These include:

**1. Joint Approach to Creating High Quality Seats** – A joint approach to redesigning programs and creating high quality seats in all existing schools and redesigned and/or new models

Partners will work together to develop and implement a plan for simultaneously creating new and building upon programs to address the needs of low-performing students.

**2. Collaborative Outreach to Families For Student Recruitment** – Collaborative outreach to families for student recruitment including aligning calendars among the Compact Partners with the District calendar to support systems for student recruitment

Compact members collaborate around the recruitment of students for current school redesign and/or new models. Currently, FMSD provides an informational guide in multiple languages that offers parents profiles of each of the Charter and District school choices. In addition, Compact Partners will collaborate in offering a school enrollment showcase as well as other joint events to publicize current, redesigned and/or new school choices. In addition to providing parents with data from the school reports and school profiles that describe the unique programs and approaches of each school, the partnership is committed to maintaining a positive tone about school choice and the options available to students living in the Franklin-McKinley School District.

**3. Effective Services and Supports for Special Education** – Effective services and supports for special education students across partner schools

The compact members share a deep commitment to creating high quality learning experiences for all students including the range of students with special needs in the District and Charter schools. The Charter Compact members will seek to evaluate and design a system that supports special education equity, including researching the feasibility of mirroring the representation of students by exceptionality, and possibility of including the District as a possible service provider to allow the student the opportunity to remain within the Charter school’s responsibility.

The District-approved Charter schools have agreed to work towards an immediate goal of serving the same percentage of Special Education students as the District (10%). Within the 10%, the goal will be to have the Charters serve approximately the same percentages of their

students as the District in Special Day Classes (SDC) (3%), Resource Specialist Program classrooms (RSP) (5%) and those students who receive Speech & Language services (5%, with 2% unduplicated).

The District and Charters have begun to explore a pilot project regarding special education at one or more of these co-locations. This could involve children with more severe issues being served by both schools at a shared site, and/or feeder programs for children going from a more restrictive learning environment in District schools to mainstream learning environments in the co-located Charter school. We will develop systems to encourage staff to staff interactions and collaboration as a means to provide services to the special needs student.

#### **4. Strategic Facilities Planning**

Effective collaboration on facilities is one of the most critical aspects of a successful Compact Partnership. With regard to facilities planning, our partnership values guide us in working to significantly increase the number of high quality seats available to students. Franklin-McKinley has a track record of productive facilities planning arrangements enabling the proliferation of high quality Charters in the District. Given the importance of effective collaboration on facilities planning, the following section describes in more detail current and future approaches to facilities planning including joint advocacy efforts that would positively impact facilities planning for all Compact Partners.

##### **Current Arrangements**

- **Co-Locations:** For seven years, the District has provided a stable home for Voices and Cornerstone Charter schools, co-located at campuses shared with existing District schools. A Facility Use MOU is provided through a Prop 39 request, at a cost that Charters agree is reasonable. Facility use payments are based on a simple prorated share of utility and maintenance charges. There is strong cooperation among these Charters and the District – See Attachment (Insert Attachment A) – Pro Forma Facilities MOU.
- **State Loan Program:** The District has partnered with Voices to apply for CSFP financing to construct a new school on the campus of Hellyer School. Currently state bond funds provided for this purpose are inadequate for the demand. Voices and the District are in the final stages of the four-year process of obtaining these funds.
- **Land Lease:** In lieu of a Prop 39 request, the District negotiated a long-term lease of District land at a reasonable price for a new Rocketship school. Annual Lease Payments were determined based on a market study of comparable long-term land lease payments.

##### **Future Arrangements**

- **ACE and KIPP in 2014:** The District recently approved ACE's and KIPP's petitions to open one new Charter middle school each in the coming school year. Because the District

sees these Charters as partners in educating under-served students, the District is undertaking an extensive and transparent community decision-making process to locate the new Charters at the best locations possible. This serves the dual purpose of providing children with good new school options and of facilitating learning and cooperation between the co-located schools to serve the needs of all children. As with Voices and Cornerstone, the agreements with ACE and KIPP will be leases at a reasonable cost to the Charters and with both short-term and/or long-term arrangements that meet the State's Prop 39 requirements that further demonstrate the commitment to serving the needs of children.

#### **5. Common Advocacy Agenda /Facilities – A common advocacy agenda for Compact Partners**

The Compact Partners share many common interests related to advocacy and policy that would make school facilities an even more positive and productive area of partnership. Our common agenda includes:

- Expand funding options for Charters facilities by funding and expanding the state Charter School Facilities Program (CSFP) administered by the California School Financing Authority (CSFA) - See attachment (Insert Attachment B) – Summary of the CSFP.
- Follow class size loading factors utilized by local District or state – not on individual Charters with different loading factors.
- Revise and define pro-rata calculations options, in order to better define actual costs and “equivalent” facilities, including furniture and equipment.
- Enhance fund raising for facilities from local and national foundations, including matching funds and debt financing (e.g., Gates Foundation Program Related Investment (PRI) funding).
- Provide for alternative facility process for local school districts that, based on validated capacity analysis, do not have available contiguous classrooms for Charters.
- Include all compact members in an equitable distribution of funds realized from any future parcel tax identified for facilities distributed by average daily attendance (ADA).
- Review ways to identify general obligation bond funding that would support District and Charter goals such as technology, facilities, etc.

#### **6. Student Transfer Process Across Partner Schools**

Compact members will develop a common system for students transitioning from one school system to another that ensures a clear, data-driven, communicative, smooth, compassionate,

student-centered, “warm handoff.” The emphasis will be on high risk/high need students including withdrawals and expulsions.

**1. Developing Great School Leaders to Lead Current Schools, Redesign, and/or New Models**

Compact members will become true partners in preparing administrators and teacher leaders to launch and sustain great redesigned and /or new schools. This requires transforming our leadership training and professional development practices to prepare these rising leaders to create and manage the learning environments that our students and families need.

Key features of this work will include a year-long fellowship/training program for rising District and Charter leaders, shared professional development around best practices for District and Charter administrators (including such oft-overlooked areas as parent outreach and community engagement), a coaching program for teachers, teacher leaders and school leaders, as well as very specific roles and responsibilities for families in the selection of leaders for their communities.

**Notes:** For the 2014-2015 school year, the FMSD new or redesign schools are ACE Charter School, KIPP Academy and the District’s College Connection Academy-CCA (Middle College High School Design, grades 7-12/13). Our key parent partnership organizations in the District are PACT, Catholic Charities (CC) and FMCI (representing a zone of schools, including two Charters and five District schools). They will work together and form our parent training and leadership strands for the Compact.

Element of Work Plan	Summary	Deliverables (who/what)				
		August 2013	September 2013	October 2013	April 2014	Year 2
Start-Up Schools Fellowship	<p>Innovate Public Schools program which combines best practices from high-impact organizations nationwide and the exceptional models already in Silicon Valley. Key Elements include:</p> <ul style="list-style-type: none"> <li>• <b>Place-Based Focus</b>, growing ecosystem of leaders who will build momentum towards scaling great schools that</li> </ul>	<p><i>Innovate:</i> Charters/District nominates candidates for Fellowship and final cohort selected (10 individuals from 2 Districts and 3 CMOs)</p>	<p><i>Innovate:</i> Start-Up Schools Fellowship begins with regular training with leadership consultant, model school visits, and regular 1-1 coaching by Innovate’s Director of Schools – continues through Spring 2014</p> <p>Fellows begin to develop personal leadership</p>		<p><i>Innovate, CMOs, and Districts:</i> Assess school/leader readiness to launch in August</p> <p><i>Innovate, CMOs, and Districts:</i> Begin process of building candidate pool for Year 2 of Start-Up School Fellowship</p> <p><i>PACT:</i> Collaborate with new school leaders to initiate</p>	

	<p>respond to local needs</p> <ul style="list-style-type: none"> <li>▪ <b>Cohort of New Leaders</b>, network that encompasses the strongest Charter and new schools in Silicon Valley and cultivates new leaders’ understanding of current effective practices</li> <li>▪ <b>Explicit Focus on Launching New Schools</b>, providing new leaders with the crucial skills they need to build and shape a high-performing school</li> </ul>		<p>development plans and school development plans</p>		<p>family outreach, recruit new students (schools opening in Fall 2014 will receive this training earlier)</p>	
<p>Teacher Leader Development</p>	<p>To ensure that we foster effective leadership at all levels of our organizations to optimally prepare for the significant instructional and assessment shifts we face with the Common Core, compact members will collaborate to create formal coaching</p>		<p><i>District/Charter:</i> Assist in selection of coaching pilot teachers including identifying special education teacher leaders and blended learning specialists</p>	<p><i>District/Charter:</i> Design coaching pilot to launch in January 2014 with 12 teachers from District and Charter schools. Teachers will be paired, build their skills in instructional coaching and visit one another’s classrooms between coaching meetings (4x by June 2014).</p> <p><i>District/Charter:</i> Provide teachers with the time</p>		

	relationships across sectors. Those participating in the coaching program will have access to research based strategies for effective coaching, and coaching sessions across campuses.			(and substitute coverage) to participate in coaching meetings and classroom visits		
Blended learning initiative	Create channels for Charter partners who have demonstrated developing approaches for blended learning to share lessons learned and approaches to accelerate District schools' implementation timeline.			<i>District/Charter:</i> Conduct feasibility study and design opportunity for blended learning leaders to engage in a two-way residency program. Create opportunities for effective practice sharing, school visits, and data analysis. Leverage economies of scale for technology purchase.		
Parent Engagement: Training for parents to become leaders in their school community	Leadership sessions for District/Charter parents on areas including relationship-building with statewide and local elected officials and funders, training other parents as leaders, and understanding school reform.	<i>PACT/CC/FMCI:</i> Design training seminars and schedule for several major parent engagement strategies each year  <i>Charter/District:</i> Identify candidates for first leadership session strand	<i>PACT/CC/FMCI:</i> Host series of trainings for parents on District/Charter Compact and their involvement in process	<i>PACT/CC/FMCI:</i> On-going coaching for parent leaders to spread the word and create political will for new school launch  <i>District/Charter:</i> Ensure that site-based structures are in place for parent leadership and define role for parents in data sharing, "School Progress Report"	<i>PACT:</i> Continue on-going coaching for parent leaders to spread the word and create political will for new school launch  <i>Compact Partners:</i> Parents to lead roll out of community survey; community survey to be completed by year-	

				protocols (see below)	end	
Parent Engagement: Common practice around community involvement in selecting leaders	District/Charters use common processes to ensure parent engagement in school leader hiring processes. This includes parent leadership and engagement training for parents to support active and informed participation of parents in hiring processes	<i>District/Charters:</i> Share current hiring practices and identify areas of priority for parent involvement	<i>PACT/CC/FMCI:</i> Train parent leaders on hiring practice and survey them on priority areas for redesigning and/or new models.  Training for rising parent leaders to prepare for involvement in process  <i>District/Charter:</i> Identify particular hiring efforts to pilot parent involvement; develop clear policy/protocol expectations for parent impact on process		<i>District/Charter:</i> Parents involved in hiring process (administrators, teacher leaders, etc.)	
Parent Engagement: Training for school leaders on community outreach, parent engagement	A training strand to support teachers and principals in creating a school culture that emphasizes authentic parent leadership and development as an invaluable pillar of student success. This is incorporated into	<i>PACT/Innovate:</i> Design training seminars for joint professional development and Start-Up School Fellowship.	<i>PACT/Innovate:</i> Regular quarterly seminars (both as part of fellowship + for all Compact school leaders)			<i>Compact:</i> Examine community engagement data from survey, scorecard to drive on-going design of training, coaching for school leaders

	joint professional development and the Start-Up Schools Fellowship.					
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**2. Common Metrics; Common Goals for All Schools**  
 District and Charter schools will develop and commit to system-wide and individual school performance targets. These collectively established annual targets will focus both on absolute metrics (in such areas as proficiency, parent satisfaction, etc.) as well as growth measures that track year-to-year growth of particular cohorts and subgroups.

The Compact Partners will include both academic performance measures (based on the new Common Core Standards), as well as other student and community metrics. The Compact Partners agree to be transparent regarding the demographic and achievement data of students in their respective systems, and to develop common practices around the collection and tracking of this data, including such areas as student retention/attrition and a community-wide family, student, and staff survey. These will be aligned to the State and District’s new LCFF and LCAP guidelines.

The Compact Partners further commit to developing, based on this shared data, a “School Progress Report” that publicizes the above data to all stakeholders.

Element of Work Plan	Summary	Deliverables (who/what)		
		By December 15, 2013	By April 15, 2014	By Fall 2014
Student data sharing	District and Charters will share student data (including enrollment, retention, discipline, Special Education, EL, student exits) all disaggregated by subgroup. Analyses will examine overall proficiency and year-to-year cohort growth. Compact members will also compare progress to that made in other Compacts as well (e.g. Denver). <i>**Note: there is a particular challenge associated with this work during the transition period to the Common</i>	<p><i>Compact Partners:</i> Finalize the set of data points which will be part of the common data system and School Progress Report</p> <p><i>District/Charters:</i> With support from all partners, develop a concrete and public commitment to serve all kids</p>	<p><i>Compact Partners:</i> Share current-year data using pre-determined format</p> <p><i>Compact Partners:</i> Share current-year data using pre-determined format</p>	<p><i>Compact Partners:</i> Finalize information for School Progress Reports in early summer each year</p> <p>Publish School Progress Report</p>

	<p><i>Core assessments in California. The partnership deeply values analyses of student achievement data and will continue to assess students, share information, and hold one another accountable during this transition period.</i></p>			
Stakeholder surveys	<p>Develop common surveys to be conducted with families, students, staff at all Compact partner schools, with guidance provided by the student survey components in the MET research, and the Gates Foundation’s partners involved in survey work. The surveys will be administered in the spring of each school year (specific dates TBD).</p>	<p><i>District/Charters:</i> Share current surveys in use, identify priority areas and work with PACT/FMCI to create dissemination protocol/plan</p>	<p><i>District/Charter:</i></p> <p><i>Compact Partners:</i> Address all logistical issues with survey (language, on-line vs. paper, etc.) Conduct survey (with support of community groups for dissemination) + finalize information for School Progress Report</p>	
School Progress Report	<p>Create a publicly disseminated School Progress Report to reflect demographic, academic, and survey data collected in early summer of each calendar year.</p>		<p><i>Compact Partners:</i> Identify the common method(s) that will be used to disseminate information and make data public which preliminarily includes a multi-lingual publication, inclusion on website, and community multi-lingual informational meetings.</p> <p>Develop School Progress Report metrics and analysis protocols</p>	<p><i>Compact Partners:</i> Disseminate School Progress Report templates to schools and parent leaders for feedback</p> <p>Issue School Progress Report and replicate protocol for recognizing school-level achievement</p> <p>Create marketing plan for collaborative community engagement to highlight strengths/programs of Compact schools</p>

**3. Collaborative Systems**  
 Compact Partners develop a collaborative system for on-going learning, communication and improvement. The system includes the articulation of a clear governance system, and efficient and effective project management. The partnership relationships are characterized by high levels of trust, transparency, accountability and performance. District and Charter schools will develop an effective system for dealing with specific “stress” areas between District and Charters, especially in such key areas as facilities, student retention, student fairness issues and serving Special Education and other high-need students. The Compact Partners will also work together to advocate for resources for all Franklin-McKinley children.

Element of Work Plan	Summary	Deliverables (who/what)				
		By October 2013	By January 2014	By Feb 2014	By April 2014	Year 2
Governance, communication and collaborative, accountable working relationships	Establish an on-going governance system through the Compact Oversight Committee to manage the programs and commitments associated with the Compact. Develop relationships and processes characterized by trust, transparency and accountability among key stakeholders so that initiatives are successful and a culture of continuous improvement is developed across the sectors. Superintendents and CEOs play a critical role in setting the	<p><i>Compact Partners:</i> Schedule a compact kick-off event</p> <p><i>Compact Partners:</i> Drawing from partners’ approaches to continuous improvement, design a quarterly review process that examines data from the partners as well as project management and process improvements. Determine accountability measures for acting on data and implementing next steps.</p>	<p><i>Compact Partners:</i> Host a compact kick-off event within two weeks of the signing of the compact. Draft a related press release.</p> <p><i>Compact Oversight:</i> Create District/Charter Compact Oversight Committee (leads from all signatories) and formalize work teams in each focus area.</p> <p><i>Compact Partners:</i> Launch quarterly review process</p>	<p><i>Compact Partners:</i> Develop a plan for quarterly events hosted by members of the partnership on a rotating basis aimed to build relationships across the sectors. Plan will include attendance goals.</p>	<p><i>Compact Partners:</i> Conduct 2<sup>nd</sup> quarterly review. Account for actions completed between review 1 and review 2 and capture and disseminate learning.</p>	

	<p>tone for their organizations' participation. These relationship-building opportunities include:</p> <ul style="list-style-type: none"> <li>-Cross-partner events</li> <li>-Quarterly performance reviews</li> </ul>					
<p>Joint Redesign, and/or New School launches to Increase the Number of High-Quality Seats</p>	<p>Partners will work together to develop and implement a plan for simultaneous launch of redesign and/or new schools to address needs of low-performing students</p>	<p><i>District:</i> Identify target neighborhood for any redesigned and/or new school launch as well as the placement of all new Charter schools through the Fall, 2014</p> <p><i>PACT:</i> Coaching and training for parents participating in design process for redesign and/or new school</p> <p>Example: In the Fall of 2014, there will be one new redesign and two new Charter Schools approved by the FMSD Board of Trustees.</p>	<p><i>District:</i> Board will hold a community workshop on all the proposed sites where new Charters may be located as well as any new school and/or redesign options they are considering</p> <p><i>District:</i> Board of Trustees makes final decisions on all proposed new launches and/or redesign options</p> <p><i>PACT/CC/FMCI:</i> On-going coaching for parent leaders to participate in design process, spread the word and create political will for new school</p>	<p><i>Compact Partners:</i> Shared resource/site protocols developed</p> <p><i>Compact Partners:</i> Student/family recruitment plans developed through the compact</p> <p><i>PACT:</i> Collaborative group of parent leaders launched, supported</p>	<p><i>Compact Partners:</i> Shared community outreach</p> <p><i>Compact Partners:</i> School plans shared; protocols developed for common practices, site sharing</p> <p>Common PD planning when appropriate</p> <p><i>PACT/CC/FMCI:</i> Continue on-going coaching for parent leaders to participate in school design process, spread the word and create political will for new school launch</p>	<p><i>Compact Partners:</i> On-going revision of shared campus/program protocols</p> <p><i>Compact Partners:</i> "Handbook" for simultaneous school launch and/or redesign options</p>

		In 2013, the District launched the new Seven Tress Community Schools redesign with the assistance of KIPP Bay Area Schools.	launch  <i>PACT, etc.:</i> Collaborative group of parent leaders launched, supported			
Collaborative Community Outreach/Student Recruitment for new options and opportunities	As part of the joint school launch, Compact Partners will conduct collaborative and common community and family outreach	District: Identify target neighborhood for redesign or new model launch  <i>PACT:</i> Identify and coach community leaders and parent leaders on key elements of shared school governance (School Site Councils, DAC, DELAC, etc.)	<i>Compact Partners:</i> Create a plan for hosting school fair where all members present school options	<i>Compact Partners:</i> Finalize community/family recruitment protocols (ideally to be approved by all partner organizations and implement recruitment plan)  <i>Compact Partners:</i> Develop a list of commitments and key messages (must say/won't say) that every Compact member will feature prominently in recruitment materials and presentations  <i>Compact Partners:</i> Host first school enrollment fair	<i>Compact Partners:</i> Continue recruitment plan and share data re: student/family signups  <i>Compact Partners:</i> Develop a menu of best practices for outreach and recruitment of particular subgroups of students	<i>Compact Partners:</i> Share results with Compact, broader community
Special Education student equity and support.	Compact Partners will agree on common recruitment,	<i>District/Charters:</i> Determine an approach to address	<i>District/Charters:</i> Refine the approach to the release Special	<i>District/Charters:</i> Determine an efficient, effective approach for record sharing between	<i>District/Charters:</i> Engage in Compact Summit to share best practices	

<p>[Major area of focus over next 2 years]</p>	<p>placement and service goals for Special Education students at the same percentages as the District. Compact Partners will work collaboratively to address specific points of tension around serving special education students effectively.</p>	<p>recruitment and equal percentage of students being served. Goals include: Special Day Classes-SDC at 3%), Resource Specialist Classrooms-RSP at 5%, and Speech &amp; Language at 5%, with 2% unduplicated.</p>	<p>Education students from Charters back to District schools</p>	<p>Charters and District (specifically address the lag in IEPs that occurs in both directions)</p>	<p>among the Compact Partners.</p>	
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<p>Facilities planning and sharing</p>	<p>Develop joint facilities master planning, in which District and Charters are partners in the District’s facilities master planning processes to ensure quality learning spaces for all students. This includes building on a history of collaboration on facilities planning with Charters and specifically includes: 1. Offering favorable financing terms to Charter schools</p>	<p><i>District/Charters:</i> Identify District/Charter master planning committee participants  <i>District:</i> Share current master planning documents (including maps, facilities needs, anticipated renovations, etc.) with Charter partners <i>Charter:</i> Identify priority areas and potential current and future facilities</p>	<p><i>District/Charters:</i> Facilities master planning committee launches monthly meetings. Committee establishes criteria, values (e.g. collaborative vs. tenant/landlord), and on-going processes.  Gates Foundation and Franklin-McKinley jointly design a model for the state to follow (using Gates PRI</p>	<p><i>District:</i> Complete mapping study that defines excess space that might be available for use by Charter schools.  <i>Charters:</i> Develop collective plan for new schools’ facilities requests  <i>District/Charter:</i> Develop a plan for sufficient and affordable lease terms and an approach for Charter schools to secure financing necessary for renovations. Create a plan for District/Charter co-locations that maximizes opportunities</p>	<p><i>District/Charter:</i> Complete Prop 39 (or alternate) site identification and lease processes in keeping with mapping study</p>	<p><i>Compact Partners:</i> Develop transparent protocols to reflect District/Charter expectations around long-term site options</p>
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	<p>2. Pro-actively planning for placement of high performing charter schools in areas of demonstrated need.</p> <p>3. Expanding funding options for charter facilities by funding and expanding state bond loan program</p> <p>4. Follow class size loading factors utilized by local District or state – not on individual charters with different loading factors</p> <p>5. Revise and define pro-rata calculations options – actual cost – and define “equivalent” facilities including furniture and equipment</p> <p>6. Enhance fund raising for facilities from foundations – at least matching funds with District and/or charter funds (Gates et al)</p> <p>7. Provide for</p>	needs	Grant funds).	for cross-sector learning.		
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	alternative facility process for local school District that, based on a capacity study/analysis, do not have available contiguous classrooms					
Common advocacy with local and state governments through the Compact	Compact Partners share many common interests related to advocacy and policy that would make school facilities, in particular, an even more positive and productive area of partnership.	<i>Compact Partners:</i> Form a joint Compact Advocacy Campaign to explore common legislative agenda and local revenue campaign; outline calendar for shared work	Present specific models to State lawmakers that have been successful in other states (e.g., Texas)	Gates Foundation and Franklin-McKinley jointly design a model for the state to follow (using Gates PRI Grant funds)		<i>Compact Partners:</i> Review progress from the past year with the Compact leaders and set agenda for the following year
Student transition between systems	Common system for students exiting one school system to another that ensures a clear, data-driven, communicative, smooth, compassionate, student-centered, "warm handoff". The emphasis will be on high risk/high need students including: withdrawals and expulsions (including suspended expulsions).	<i>District/Charter:</i> Share data (see student data sharing), identify current systems in place, and develop common protocol and procedures for student exits		<i>Compact Partners:</i> Develop protocols for common system for student exits and collection/analysis of student exit data	<i>District/Charter:</i> Implement common system for student exits  <i>Compact Partners:</i> Include data in School Progress Reports	

We commit to convene regular meetings of the Compact signatories, to monitor and validate District and Charter performance in executing the Compact commitments via the District/Charter Compact Oversight Committee, but to also modify the document as necessary as this is a 'living' document. Furthermore, all parties commit to publishing annual reports regarding progress in meeting the student achievement goals of the Compact and challenges in implementation.

An additional goal of the compact is to include all future Charter schools. Thus, Charter School petitioners will be asked to commit to participating in the Compact and meeting all of the agreed upon commitments.

In support of our shared values and shared beliefs, and in support of our common goal to educate every student within the Franklin-McKinley School District to the greatest degree possible, we jointly commit to execute the details of this Compact.

**Signatories:**

FMSD, Superintendent



12.9.13

Date

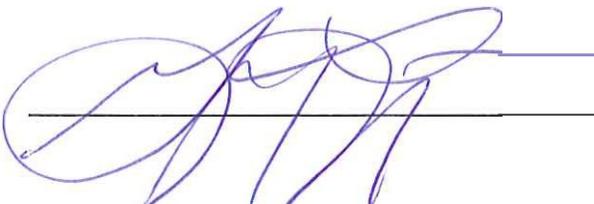
FMSD, Board President



12/10/13

Date

ACE Charter Middle



12/11/13

Date

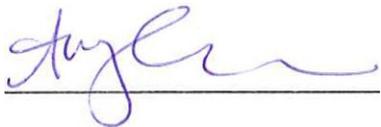
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12/9/13

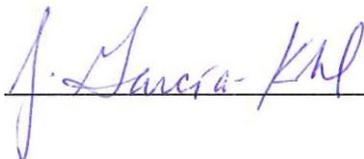
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KIPP Bay Area Schools (Heritage)



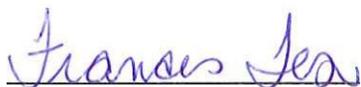
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Rocketship Education (Mosaic and Spark)



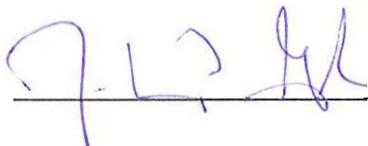
12/10/13  
Date

Voices College-Bound Language Academy



12-11-13  
Date

Alpha Public Schools



12-10-13  
Date

Catholic Charities



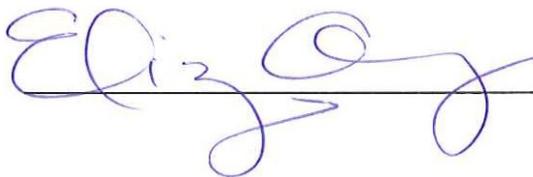
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Eastside Alliance



12.9.13.  
Date

Franklin-McKinley Children's Initiative



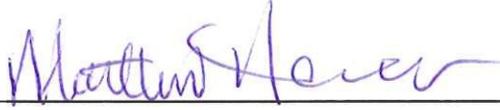
12-11-13  
Date

San Jose Charter Consortium

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Date

Innovate Public Schools



12/4/13

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Date

Community/Parent Advocacy Organizations (PACT)

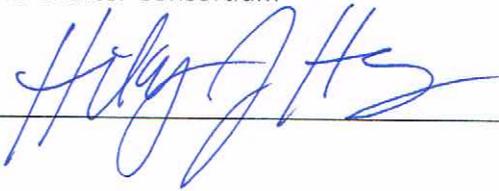
  
MARIE MOORE  
PACT  
Lead Education  
Organizer

12.9.13

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Date

San Jose Charter Consortium



12/11/13

Date

Innovate Public Schools

Date

Community/Parent Advocacy Organizations (PACT)

Date