

FY2010 Appropriations Request Form

Office of Congresswoman Jackie Speier
211 Cannon House Office Building
Washington, D.C. 20515

- [1] **Date Submitted:** March 2, 2009
- [2] **Project Name:** “Coaching for Equity and Excellence”
- [3] **Individual/Organization:** Pacifica School District
375 Reina del Mar Avenue
Pacifica, CA 94044
(within the 12th Congressional District)
- [4] **Amount Requested:** \$207,987.00
- [5] **Appropriations Bill/Account/Relevant Authorization/bill/status:**
Title II — Preparing, Training, and Recruiting High Quality Teachers and Principals; No Child Left Behind
- [6] **Local Contact:** Susan Vickrey, Superintendent
Pacifica School District
375 Reina del Mar Avenue
Pacifica, CA 94044
- [7] **Organization’s Main Activities:** (250 words maximum)

Mission Statement:

“The Pacifica School District, the community it serves, and the children they cherish, together prepare each child to meet the challenges of the future by providing an equitable, rigorous academic program which nurtures curiosity and inspires joy, confidence, and achievement in learning.”

To help achieve our mission, Pacifica School District (PSD), a public school district, has developed strategic plans that focus upon the areas of Curriculum, Student Support Services, Libraries, Visual & Performing Arts, Technology, Marketing, Facilities, and Funding Strategy.

Our major strategic goal in Curriculum is to *“align and articulate curriculum, instruction, staff development and assessment to ensure a strong, innovative program for all students that is reviewed and revised on an ongoing basis.”*

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Major objectives for this strategy include:

- Develop and implement curriculum plans in all subjects that explain the district’s program and outline next steps for program improvement
- Utilize differentiated instruction for all curricular areas to ensure that the needs of all students are met
- Implement through the district an assessment-driven instructional program based on multiple indicators of student knowledge
- Seek and participate in reform efforts that enhance improved student learning
- Promote community partnerships that contribute to improved student learning

In all curricula, we seek *equity* and *excellence* for all our students, teachers, and schools. Toward this end, we have consistently provided *first-rate professional development* and *expert coaching*, especially in literacy and mathematics, to all teachers and all schools.

[8] Please show main items in the project and total cost in a simplified chart form.

Though PSD is a low-wealth district due to its low tax base and low funding level from the state, the district has been committed to supporting professional development and coaching by utilizing district funds, categorical funds, and grants from such agencies as Peninsula Community Foundation, Silicon Valley Community Foundation, Noyce Foundation, and Bay Area School Reform Collaborative. With further reductions in state funding and current constraints on foundation reserves, PSD is seeking federal funding to maintain its coaches and related program.

PSD Projected 2009 – 2010 Budget for Professional Development and Coaching

Literacy	Teachers	Costs	PSD	FY2010
Writing Workshop (WW) for new teachers, six days @ \$125 for substitute or stipend each teacher each day, plus related professional book @ \$25 each	5	3,750 125	3,750 125	
WW for experienced teachers after school @ \$42/hr. stipend each for 1.5 hrs.	40	2,520	2,520	
Workshop on analyzing student writing @ \$125 substitute each, one day	18	2,250	2,250	
Three meetings on new adoption @ \$42/hr. stipend for total of 4.5 hrs.	20	3,780	3,780	
Observations of sample lessons & debriefing @ \$125 substitute each, one day	18	2,250	2,250	
Teacher Coach A (salary and benefits)	.50 FTE	48,546	4,855	43,691
Teacher Coach B (salary and benefits)	.71 FTE	72,151	7,215	64,936
Math				
Coaching Institute for teachers, five days @ \$125 stipend each day	20	12,500	12,500	
Silicon Valley Math Institute, five days, \$125 substitute each teacher each day	20	12,500	12,500	
Lesson Study Induction, @ \$125 substitute each, one day	6	750	750	
Professional Learning Communities: Algebra K-5/6-8, @ \$125 each, two days	24	6,000	6,000	
Lesson Study, Open House, @ \$125 substitute each, one day	6	750	750	
Lesson Study, Lesson Exchange, @ \$125 substitute each, one day	6	750	750	
Math Assessment Collaborative with San Jose State Univ., PSD membership		5,000	5,000	
Math Assessment and Study, \$125 stipend, each teacher, one day	20	2,500	2,500	
Teacher Coach A (salary and benefits)	.50 FTE	48,546	4,855	43,691
Teacher Coach C (salary and benefits)	.50 FTE	61,854	6,185	55,669
Meeting / Workshop materials and supplies		2,000	2,000	
Total		\$288,522	\$80,535	\$207,987

(Note: Coaches plan, present, model, coordinate, and/or facilitate in the above workshops. In addition to the above, they provide individual and small group coaching throughout the school year.)

[9] Project Description, including a timeline, goals, expected outcomes and specific uses of Federal Funds (250 – 500 words maximum, related to coaching)

This project supports coaching of teachers to strengthen their practice to increase student achievement in literacy and mathematics. Our coaches provide expert coaching to help teachers develop in areas outlined by PSD’s literacy and mathematics plans (see Appendix A and B.) Offering instruction in content and pedagogy, assisting teachers in transferring practices into their classrooms, and guiding teachers toward increasing mastery, our coaches provide:

- A. Professional development
- B. One-to-one assistance through lesson/unit planning, observations, and feedback
- C. Demonstration lessons that model effective practice
- D. Shadowing teachers as they work with students and debriefing
- E. Strategies to address different learning needs of students
- F. Assistance in developing assessments and analyzing student work
- G. Strategies for teachers to reflect on practice and self-assess progress
- H. Building learning communities about teacher practice and student work
- I. Tailoring assistance for beginning and experienced teachers
- J. Related curricular resource materials

Federal funds for this project will pay for coaches’ salaries and benefits to accomplish the above.

Project Goals:

- (1) Provide high-quality expert coaching in literacy and mathematics,
- (2) Enhance teacher practice in literacy and mathematics,
- (3) Increase student learning and achievement in literacy and mathematics.

Project Outcomes: At least 80% of the teacher participants will:

- 1.0** Rate the project’s professional development and individualized coaching as effective in providing them with knowledge and skills that improve their practice
- 2.0** Report that they have applied in their classroom what they have learned from professional development and coaching
- 3.0** Report that the coaching services they received were effective in strengthening their implementation of professional development in the classroom
- 4.0** Report an increase in student learning and achievement as a result of the above

District staff will assist collecting formative and summative data from participants and report results.

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2009-2010 Timeline

Specific sessions are highlighted below. Individualized coaching is ongoing throughout the year.

	Coaches	Teachers
August		
Math Coaching Institute: 1 week	2	20
September		
Silicon Valley Mathematics Institute (SVMI): 1 day	2	20
Math Lesson Study Induction: 1 day	2	6
Professional Learning Communities, Algebra Success: 1 day	2	24
October		
Writing Workshop for New Teachers: 2 days	2	5
SVMI: 1 day	2	20
Professional Learning Communities, Algebra Success: 1 day	2	24
November		
Writing Workshop for New Teachers: 2 days (2 coaches, 5 teachers)	2	5
SVMI: 1 day		
December		
Writing Workshop for Experienced Teachers: 3 after-school sessions	2	40
Silicon Valley Mathematics Institute: 1 day	2	20
January		
Writing Workshop for New Teachers: 2 days, (2 coaches, 5 teachers)	2	5
SVMI: 1 day	2	5
Math Lesson Study: 1 day	2	6
February		
Language Arts Sample Lessons from new adoption	2	18
Math Lesson Study Lesson Exchange: 1 day	2	6
Professional Learning Communities, Algebra Success: 1 day	2	24
March		
Writing Workshop for New Teachers: 2 days	2	5
Math Assessment: 1 day	2	20
April		
Professional Learning Communities, Algebra Success: 1 day	2	24
May-June		
Analyzing Student Writing: 3 days	2	18
Math Leadership Institute: 2 weeks	2	

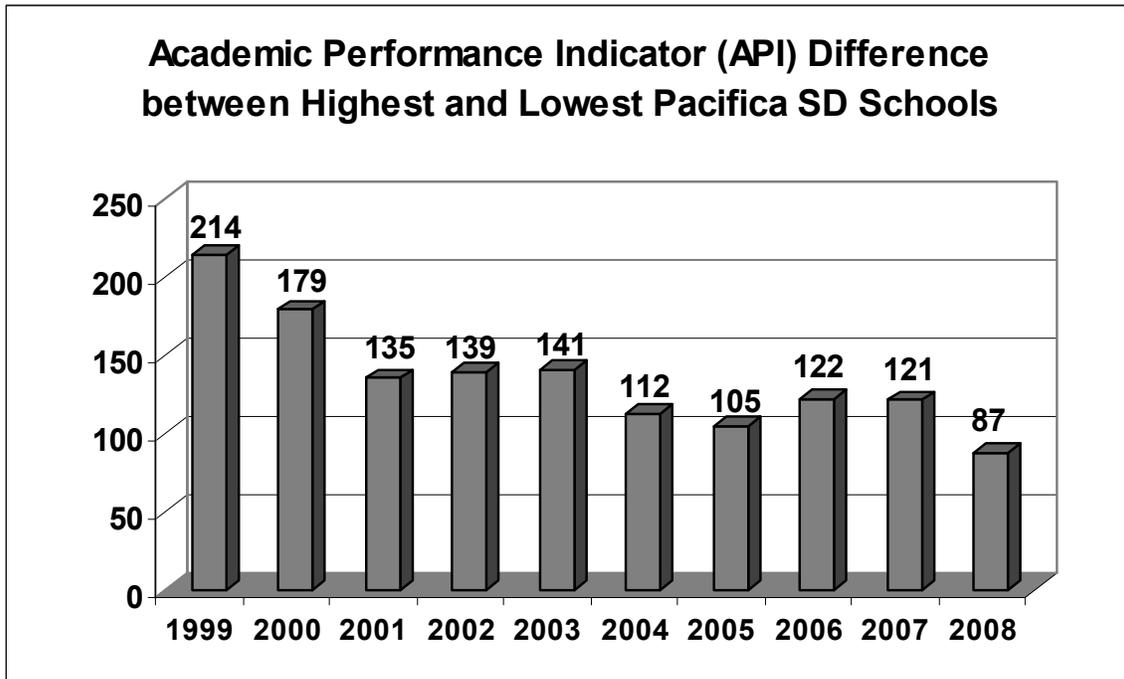
[10] How will this earmark serve to expand the capacity of your organization and how will your organization sustain this work beyond the federal funding?

Throughout the last decade, PSD’s work in literacy and mathematics has focused upon high-quality professional development and coaching. At one level, our expert coaches have maintained a consistency of key literacy and math practices as they have coached teachers throughout all our schools. That will continue into 2009-10 with new teachers, and coaches will also review key practices with experienced teachers. In addition, our coaches continue to master new best practices from participating in professional development and in expanded coaching trainings. The coaches will introduce these new best practices to our teachers, and our coaches will assist them in integrating these into classroom instruction. In this way, we continue to expand the capacity of our teachers – and as a result we move more teachers into mastery. With federal assistance for 2009-10, we believe that we will weather the current financial crisis and funding cuts and be better positioned to receive state funds and grant funds in the future.

[11] What is the local significance of this project?

Equity — Through consistent coaching over the last decade at all our schools, we have significantly narrowed the gap between our highest and lowest achieving schools as measured by the state’s Academic Performance Index (API). API measures the academic performance and growth of schools on a variety of academic measures. As Table 1 indicates, in 1999, when we began coaching, our lowest performing school was 214 API points below our highest performing schools. Over the last decade of coaching, the gap has been reduced to 87 points (with our lowest school at 790, ten points away from 800, the threshold number set by the state). During this time, our coaches also helped teachers focus on lower-achieving “target students” and helped teachers develop cycles of inquiry on how best to instruct these students toward higher achievement.

Table 1



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Excellence — During the last decade, our students continued to achieve at increasingly higher rates in attaining proficiency and mastery of standards in California’s English / Language Arts and Mathematics – at rates consistently higher than those of the state and San Mateo County. Tables 2 and 3 reflect this consistent achievement. We believe that, while many factors affect student achievement, there is a direct correlation between the quality of instruction and student achievement – and a direct correlation between expert coaching and the quality of instruction. (Note: Grade levels in Tables 2 and 3 reflect where coaching was most prominent.)

Table 2

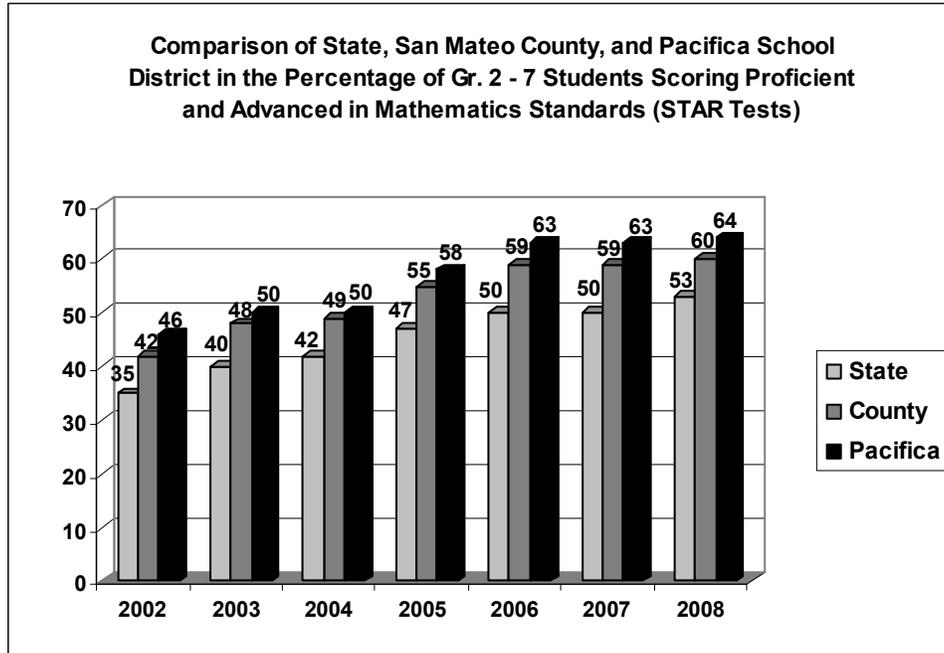
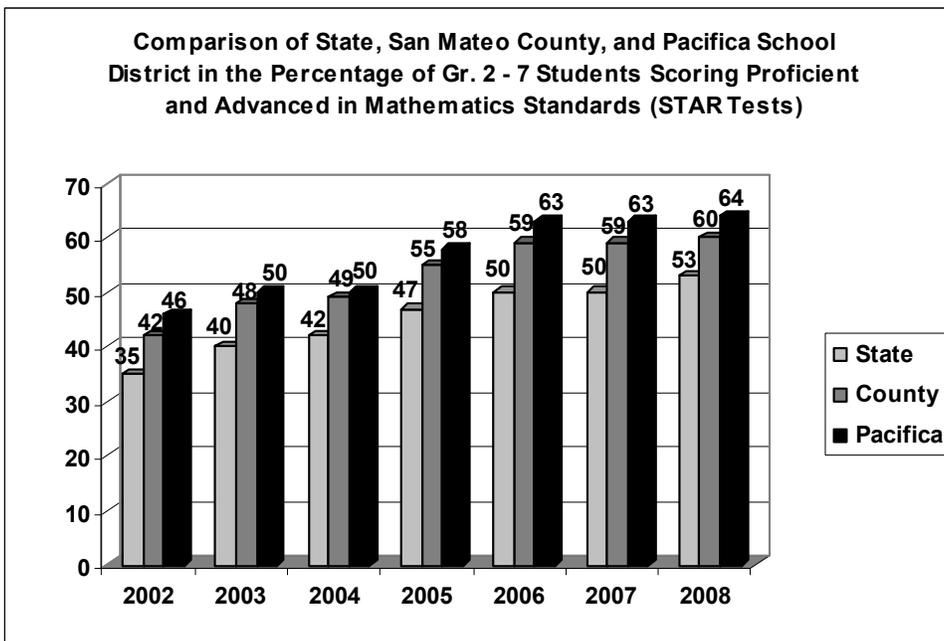


Table 3



Consistency of Application — The importance of coaching cannot be overstated when it comes to teachers actually applying skills in the classroom from what they learn in professional development. For about two decades, researchers like Bruce Joyce and Beverly Showers have reiterated this point. Table 4 below points to the significant increase in classroom application when coaching observations and feedback are present.

Table 4
Relationship of Impact on Teachers and the Types of Training Components Used
Impact on Teachers

Training Components	Understand Knowledge and Skills	Actually Learn Skills	Actually Apply Skills in Classroom
Presentation of Theory	85%	15%	5-10%
Modeling	85%	18%	5-10%
Practice and Low Risk Feedback	85%	80%	10-15%
Coaching Feedback Peer Visits	90%	90%	80-90%

From “Student Achievement Through Staff Development: Fundamentals of School Renewal”
 Bruce Joyce and Beverly Showers (1995); cited at <http://www.fcps.edu/plt/ic/research.htm>

Consistency of application is also significant in our district as we want all teachers to utilize certain best practices in literacy and mathematics as reflected in our district’s curricular plans (see Appendix A and B) – especially to ensure equity across all our schools.

Ongoing Teacher Growth and Communities of Learning — Coaches work with all teachers, beginning, intermediate, or advanced. Our professional development and coaching strategies are modified to help all teachers move forward in gaining mastery of best practices. Our continuums in literacy and mathematics describe the advanced levels (see Appendix A and B) we want teachers to attain.

Coaches cultivate and support Professional Learning Communities that establish site and district cultures of collaboration to improve the learning of *all* students. In such communities, we see teachers across grade levels and schools engaged in conversations about analyzing student work to inform instruction, especially to close achievement gaps. It should be noted that it was out of the learning communities of our district literacy and math teams – composed of teachers, principals, and district staff – that we evolved our continuums to guide teacher practice.

[12.] How many residents of the 12th CD will benefit from this project?

Our teachers, our three thousand students (and their families), and our schools benefit from coaching in literacy and mathematics. Beyond that, our local high school district, Jefferson Union High School District (JUHSD) benefits from having our higher achieving students matriculate to local high schools. In addition, Pacifica School District has often taken a leadership role in our Northern San Mateo Consortium for Literacy (which involves four neighboring elementary school districts whose students attend JUHSD) from the communities of Bayshore, Brisbane, Daly City, and Pacifica. Our coaches have presented at Consortium articulation meetings, and our neighboring districts have sent representatives to some of our coaches' professional development sessions. In mathematics, Pacifica and neighboring districts have collaborated in state and foundation projects. Our coaches have been selected to be presenters at county-wide and cross-county conferences and professional development sessions.

[13.] List any other organizations or state/local elected officials who have expressed support for the project in writing.

We are attaching one letter of support (see Appendix D). Our district is currently in the process of acquiring other such letters. We should have them before the date of our hearing presentation and will share them with the panel.

[14.] Does the organization have any funding requests for this project?

Pacifica School District (PSD) has no other funding requests specifically for this project.

[15.] Has the organization previously received Federal funds for this project?

There have been no Federal funds as yet received specifically for this project.

[16.] See Appendix C for a list of our key district staff and board members.

Appendix A

**A Continuum of Major Developmental Principles
of Pacifica School District’s Literacy Plan**

This is a global description of what PSD is working toward achieving in literacy teaching and learning.

(1) Ongoing Student Growth: Our effective literacy program moves students from dependence on teachers to increasing independence and personal choice in literacy learning (e.g., through reading and writing strategies, students move toward more choice and independence).

Student Growth	Learning to Read	Learning to Write	Reading and Writing to Learn
Teacher control of teaching and learning ↓	Direct instruction in concepts of print; phonemic awareness; decoding; word work; etc.	Direct instruction in the writing process, strategies, features of genres, and conventions	Direct instruction in strategic literacy: interacting with texts, inferential and applied comprehension, metacognition, writing in response to reading
Guided practice ↓	Guided reading with retelling (i.e., literal comprehension)	Guided practice, coaching, feedback, and revision	Guided practice and coaching students in applying strategies (e.g., predicting, questioning, clarifying)
Increase in student control of learning	Students independently read in different genres, developing fluency and automaticity	Students independently apply writing process and strategies in genre writing	Students independently apply strategies in reading and writing, responding appropriately to literature, non-fiction, and textbooks

(2) Ongoing Teacher Growth: Through training, mentoring, coaching, and experience – as teachers gain knowledge and skills in curriculum, differentiated instruction, and assessment – they increasingly acquire greater personal mastery of advanced instruction in literacy.

Teacher Growth	Reading	Writing	Listening and Speaking
Beginning: Relying on Program Adoption for literacy instruction. ↓	Instruction based on readings and tasks in Program Adoption/Text with embedded English/Language Arts Standards and supplementary materials. (K-5 beginning teachers are inducted into and coached in the elements of <i>Writing Workshop</i> .)		
Intermediate: Integrating Balanced Literacy strategies with adoption. ↓	Integrating Balanced Literacy (e.g., four kinds of reading and writing, flexible student grouping, conferring with and coaching students, comprehension skills) with adoption. (K-5 intermediate teachers are implementing <i>Writing Workshop</i> .)		
Advanced: Differentiating literacy instruction by continuously using assessments, inquiry, and reflection to inform teacher decisions that match the most relevant instruction and curriculum with student needs – both individually and collectively – to increase student achievement.	Differentiated Instruction in Literacy – Integrating best practices, standards-based curriculum, with: <ul style="list-style-type: none"> ▪ <i>Reading/Writing Workshop</i> Models – mini lessons, flexible groups, independent reading and writing, conferring with/coaching individual students, genre study and writing, vocabulary, conventions, etc.; ▪ Strategic Literacy – strategies to interact with text (e.g., think alouds, talking to the text), to deepen comprehension (e.g., reciprocal teaching, QAR), and to expand metacognition (e.g., learning logs); ▪ Student practice in listening, speaking, discussing, and presenting in small groups and whole class; ▪ Use of varied resources – fiction and non-fiction books, textbook, models of different genres, media; ▪ Frequent student assessments to adjust instruction to maximize student achievement of standards. 		

(3) Ongoing Growth in Utilizing Assessment to Assist Students in Attaining Standards:
Teachers are regularly using multiple measures to assess (a) student progress in attaining grade-level reading/language arts standards and (b) how teacher practices are enhancing student achievement. Teachers are regularly adjusting strategies – re-teaching, providing interventions, challenging students, etc. – and collaborating with colleagues and parents to strengthen teaching and maximize learning of literacy standards.

Appendix B

Pacifica School District’s Mathematics Plan: A Continuum of Major Developmental Principles

This is a global description of what PSD is working toward achieving in mathematics teaching and learning.

(1) Ongoing Student Growth: Our effective mathematics program moves students towards the attainment of (A) mathematical outcomes, (B) knowledge and skills, and (C) habits of mind.

(A) Major Mathematical Outcomes

Students:

- Actively construct their own understanding of mathematics and learn to use math to make sense of the world
- Develop conceptual understanding of important ideas and apply those principles to problem situations
- Become proficient in foundation operations and relationships as an outcome of understanding math principles
- Reason mathematically through analyzing evidence, building logical arguments, and solving problems
- Communicate their understanding through procedures, representations, and oral and written language
- Develop confidence in their ability to understand math and demonstrate persistence in solving problems
- Learn all the math strands and acquire proficiency in related standards

(B) Learning Knowledge and Skills¹

Students:

Students demonstrate **procedural knowledge** (“knowing when and how”) when they:

<ul style="list-style-type: none"> ▪ Select and apply appropriate procedures correctly ▪ Verify the correctness of a procedure ▪ Use concrete models or symbolic methods ▪ Extend or modify the procedures for problems 	<ul style="list-style-type: none"> ▪ Use various numerical algorithms with accuracy ▪ Read and interpret graphs and tables ▪ Execute geometric constructions
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Students demonstrate **conceptual understanding** (“knowing about”) when they:

<ul style="list-style-type: none"> ▪ Recognize, label, and give examples ▪ Use manipulatives and/or illustrations ▪ Know and apply facts and definitions ▪ Identify and correctly apply mathematical principles 	<ul style="list-style-type: none"> ▪ Compare, contrast, and integrate ▪ Apply the signs, symbols, and terms ▪ Interpret the ideas and relations ▪ Reason in math settings
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In **problem solving**, students merge conceptual understanding and procedural knowledge when they:

<ul style="list-style-type: none"> ▪ Use reasoning strategies — spatial, inductive, deductive, statistical, or proportional — in new settings 	<ul style="list-style-type: none"> ▪ Generate, extend, and modify procedures ▪ Judge reasonableness and correctness of solutions ▪ Explain and justify their reasoning and solutions
<ul style="list-style-type: none"> ▪ Recognize and formulate problems ▪ Determine the sufficiency and consistency of data ▪ Use strategies, data, models, and related concepts 	

(C) Practicing Habits of Mind²

Students: (in classwork, homework, and study)

<ul style="list-style-type: none"> ▪ Listen, respond, raise questions; collaborate with peers; analyze and evaluate their own and others’ thinking; make conjectures, explore related examples, and present solutions; initiate problems for class study; convince themselves and others of the validity of their work; and communicate their work orally and in writing³
<ul style="list-style-type: none"> ▪ Increase their <i>procedural fluency</i> by performing procedures flexibly, accurately, efficiently, and appropriately
<ul style="list-style-type: none"> ▪ Deepen their <i>conceptual understanding</i> by utilizing mathematical concepts, operations, and relations
<ul style="list-style-type: none"> ▪ Develop their <i>strategic competence</i> by formulating, representing, and solving mathematical problems
<ul style="list-style-type: none"> ▪ Expand their <i>adaptive reasoning</i> through logical thought, reflection, explanation, and justification
<ul style="list-style-type: none"> ▪ Acquire a <i>productive disposition</i> by seeing mathematics as sensible, useful, worthwhile; by being diligent, persistent, and accurate in their own work; and by believing in their own efficacy⁴

¹ From National Assessment of Educational Progress (NAEP)

² “Describing 16 Habits of Mind,” by Arthur L. Costa and Bena Kallick (ASCD)

³ Silicon Valley Mathematics Initiative (SVMI)

Appendix B (continued)

(2) **Ongoing Teacher Growth: Through training, coaching, and experience – as teachers gain knowledge and skills in mathematics content, curriculum, instruction, and assessment – they increasingly acquire greater personal mastery of advanced instruction in mathematics.**

(A) Teachers Engage Students in Worthwhile Tasks⁵ Linked with *Important Ideas*⁶ Tasks:

▪ Are all part of a coherent curriculum that develops student understanding and facility with mathematics	
▪ Include mathematics aligned with core standards and developed to make sense of the world	
▪ Engage students in gaining procedural fluency, conceptual development, and problem solving skills	
▪ Involve a wide range of mediums (<i>e.g.</i> , graphs, charts, problems, symbols, equations, manipulatives, etc.)	
▪ Foster students’ ability to solve problems, reason, and communicate	
▪ Range across learning styles and modalities	▪ May be approached in more than one valid way
▪ May grow out of student’s conjecture of questions	▪ Vary in length of time required to develop solutions

(B) Teachers Create a Positive Classroom Learning Environment and Culture Teachers:

- Assist students in constructing their understanding of mathematics, especially in important ideas
- Provide and structure time to explore sound mathematics and grapple with important ideas and problems
- Arrange physical space and allocate materials in ways that facilitates students’ learning

▪ Create a ***classroom culture that:***

- develops each student’s math power	- motivates students to take intellectual risks
- promotes development of skills and proficiency	- validates ideas with mathematical arguments
- respects and values students’ ideas and thinking	- fosters a positive disposition to mathematics
- expects students to work independently and collaboratively	- ensures equity for all students

(C) Teachers Orchestrate Mathematics Discourse in Class Teachers:

- Pose questions and present tasks that elicit, engage, and challenge each student’s thinking
- Listen carefully to the students’ ideas and discern mathematical meaning and relevancy from responses
- Ask students to clarify and justify their ideas orally and in writing
- Decide what to pursue in depth from among the ideas that students bring up during a discussion
- Decide when and how to attach mathematical notation and language to students’ ideas
- Decide lesson and unit goals, including when to provide information, when to clarify an issue, when to model, when to lead, and when to let a student struggle with difficulty — based upon assessing students’ progress.
- Monitor students’ participation in discussions and decide when and how to encourage students to participate

(D) Teachers Utilize Formative Assessment Teachers:

- Regularly use multiple measures to assess student progress in math learning and attaining standards
- Review student work to measure students’ conceptual understanding
- Examine the effects of the tasks, discourse, and learning environment on students’ mathematical learning
- Regularly adjust classroom instruction in response to assessment results⁷

⁴ Dimensions of *Mathematical Proficiency* from National Research Council (NRC)

⁵ NCTM has defined **worthwhile mathematical tasks** as those that: (1) Are based on sound and significant mathematics; (2) Use knowledge of students’ understandings, interests, and experiences; (3) Develop students’ mathematical understandings and skills; (4) Stimulate students to make connections and develop a coherent framework for mathematical ideas; (5) Promote communication about mathematics; and (6) Promote the development of all students’ dispositions to do mathematics.

⁶ **Important Ideas:** *e.g.*, major or core ideas in mathematics, “big mathematical ideas,” NCTM’s Curriculum Focal Points

⁷ Many of the major concepts in this **Continuum** are derived from SVMI’s Program and Teaching Rubrics.

Appendix C



Pacifica School District

375 Reina Del Mar Avenue • Pacifica CA • 94044

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*Academic Excellence * Standards for Success*

www.pacificasd.org

Governing Board

Karen Ervin

Cynthia Kaufman

Eileen Manning-Villar

Mike O'Niell

Joan Weideman

Key District Administration

Susan Vickrey, Superintendent

Kitty Mindel, Assistant Superintendent

Josephine Peterson, Chief Business Official

FY2010 Appropriations Request from Pacifica School District
Appendix D

Adrienne J. Tissier

Member • Board of Supervisors • San Mateo County

March 2, 2009

Jackie Speier, Congresswoman
Office of Congresswoman Jackie Speier
211 Cannon House Office Building
Washington, D.C. 20015

Dear Congresswoman Jackie Speier,

As a member of the San Mateo County Board of Supervisors, I am writing in full support of Pacifica School District's application to FY2010 Appropriations Request for its project entitled "Coaching for Equity and Excellence."

This project would greatly assist Pacifica School District in continuing its strong professional development and coaching program in literacy and mathematics, thus better preparing teachers to address the educational needs of all its students. Of special note is our support of teacher-to-teacher coaching, which research has shown is a powerful means of promoting instructional change and improvement.

Pacifica School District, though a "low-wealth" school district, has developed an excellent program of curriculum and instruction. Its students are achieving at a rate higher than the San Mateo County average, and its teacher coaches are recognized leaders in literacy and math projects within our county. Through its programs the District is also closing achievement gaps.

Due to Pacifica School District's record of achievement, I am certain that the District will utilize funding support from FY2010 to advance teaching and learning. Thank you in advance for your consideration of this matter of importance to all of us, especially the parents, faculty and students of the Pacifica School District.

Sincerely,


Supervisor Adrienne J. Tissier
County of San Mateo

400 County Center, Redwood City, California 94063

Direct Line (650) 463-4572 • Fax (650) 399-1027

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