a future in which a child’s success in school is not predetermined by skin color, zip code or first language.
33% of Latino students who do not attain third-grade reading proficiency fail to graduate from high school.
DEAR Colleagues, Investors and Allies,

IT HAS BEEN A TREMENDOUS YEAR of learning and growth here at Partners in School Innovation. We have extended our work into new communities across the country and have effectively managed the related growing pains. At the same time, we have continued to scale our impact through deepened partnerships here in the San Francisco Bay Area and have seen remarkable results. From impressive gains in reading proficiency across partner schools and a track record of achievement in building the capacity of teachers and leaders, to a successful 20th Anniversary Gala celebration attended by business, philanthropy and education leaders alike, we have much to celebrate alongside the work of being an increasingly national organization.

With this, our 2012-2013 annual report, I am delighted to share with you highlights of our accomplishments and news of the road ahead as we continue to support school districts striving for educational equity. Looking inside these pages, you will see how we successfully piloted our District Transformation Review, led work on Common Core State Standards implementation, refined our value proposition and key messaging, and expanded our footprint to an exciting new partnership in Grand Rapids, Michigan. We have also set tough goals for ourselves as we leverage opportunities to help even greater numbers of students of color who live in poverty. Two key lessons from this year guide us:

1. BUILD RELATIONAL TRUST: From teachers and principals to district leaders, we must openly discuss the “why” behind the structures and protocols that we use to support school district systems. Transparency and healthy dialogue about what is and isn’t working facilitates shared understanding and builds increased ownership, leading to inclusive decision-making.

2. BE CLEAR ABOUT OBJECTIVES: We know that specific goals help adult teams align and become more deeply invested in collaboration. In conjunction with a consistent focus on student data, the results are astounding. We see the emergence of a culture of continuous improvement, leading to consistent growth in student achievement on benchmark assessments.

From California to Michigan and with an additional grant award from our partners at the W.K. Kellogg Foundation taking us to the Mississippi Delta, we are excited about the future. I hope you will continue to stand with us as we work to help provide fair and equal access to high-quality public education, one of the most valuable opportunities in a young person’s life. On behalf of our entire Partners team and the Board of Directors, thank you for your support.

Sincerely,

Derek S. Mitchell, Ph.D.
Chief Executive Officer
“If we have a crisis in American education, it is this: that we aren’t yet moving fast enough to educate the ‘minorities’ who will soon comprise a ‘new majority’ of our children nearly as well as we educate the old majority. At best, students of color are just now performing at the level of White students a generation ago.”

KATI HAYCOCK, PRESIDENT, THE EDUCATION TRUST

THE PROBLEM

↑50%
The achievement gap between students from the poorest families and those from the richest is now 50% larger than the achievement gap between White students and students of color—a reversal of the trend 50 years ago.

↓SCORE
A 2009 U.S. Department of Education review found that African American fourth- and eighth-graders scored lower than their White counterparts on math and reading in every state for which data were available.

x3
Children who both live in poverty and read below grade level by 3rd grade are three times as likely to not graduate from high school as students who have never been poor.

x6
In California, African American students are six times more likely than White students to attend one of the bottom third of schools in the state, and Latino and poor students are nearly four times as likely as White students to attend one of the worst-performing third of schools.

Abundant research has concluded that among schoolhouse variables, teacher quality has the single most significant impact on student academic gains. Yet, poor students and students of color tend to have less access to the most effective, experienced teachers with knowledge in their content field.

Average gap in reading proficiency for 4th graders:

<table>
<thead>
<tr>
<th></th>
<th>Latino</th>
<th>26 POINTS</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low-Income</td>
<td></td>
<td>27 POINTS</td>
<td>High-Income</td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td>28 POINTS</td>
<td>White</td>
</tr>
<tr>
<td>ELs*</td>
<td></td>
<td>36 POINTS</td>
<td>Non-ELs</td>
</tr>
</tbody>
</table>

*English Learners
“Partners has not only worked with our school district, but they have also brought together schools throughout the district so that we can share our best practices. They are the catalysts for developing professional learning communities not only at a site, but also across the district. That articulation is really essential because we not only have elementary and middle schools, but we also have some high schools in the conversation.”

RICHARD CARRANZA, SUPERINTENDENT, SFUSD
27,143

- Total students

- 82% are students of color
- 84% are free and reduced lunch students
- 41% are English Learners
WHAT PARTNERS DOES

PARTNERS ENGAGES WITH TEACHERS AND LEADERS in under-performing schools and districts to drive results by strengthening teaching and learning through a sustainable, adaptable approach to continuous improvement.

We offer:

- Comprehensive, high-quality, shoulder-to-shoulder professional development
- An equity-focused, results-oriented, continuous-improvement approach, and
- A staff of education professionals who embody the principles and practices for which they strive.

Through our multi-year partnerships, we benefit both schools and districts working with existing resources by:

- Promoting curricular alignment among classrooms, schools and districts
- Advancing educational equity by serving primarily communities of African American students, Latino students and English Learners, and
- Building teachers’ and leaders’ ability to solve problems and improve achievement so schools continuously improve even after Partners leaves.

SCHOOL HIGHLIGHT

Fischer Middle School (ARUESD)

This was our third year of partnership with Fischer Middle School in Alum Rock, East San Jose. The first two had a clear focus on instruction. Classroom teachers and school leaders were trained to collaborate using ROCI, Partners’ Results-Oriented Cycle of Inquiry. As a result, Fischer saw 40 points of growth on the Academic Performance Index (API), making it the highest-growth middle school in Santa Clara County. This year, we are continuing to build on our successes and are focusing on further opportunities to enhance, develop and build teacher capacity.

Between 2010 and 2013, the percentage of students scoring Proficient or Advanced on the CST-Math has increased by 19.4 percentage points. This year, 60.9% of Fischer’s 6th and 7th grade students scored Proficient or Advanced, which is 7.5 percentage points higher than the 2013 state average of 53.4%.

“As a leader, I am proud of the improvement of our school’s API and the improvement of our AYP (Annual Yearly Progress) scores. The goal is to really create and then sustain change, and I am grateful to Partners in School Innovation for helping us get here, and for their support to make it last.”

HOWARD GREENFIELD, PRINCIPAL FISCHER MIDDLE SCHOOL, ARUESD
A UNIQUE FEATURE OF OUR APPROACH is our ability to deliver high-touch support and coaching. We work alongside teachers and leaders an average of 3.5 days a week over a 3–5 year period.

Investments by districts and philanthropy enable us to partner with this level of effort, and the results speak for themselves. For example, in Alum Rock Union Elementary School District (ARUESD) in East San Jose, our partnership launched in mid-2009. At that time, there were five schools with an Academic Performance Index (API) of 800 or above.

Today, given supporting investments the first two full years of our engagement, we have been able to help facilitate momentous transformation that has not required a continued increase in investment. The number of schools at or above 800 on the API is an impressive 16—growth of more than triple in just 3.5 years.

**SCHOOL HIGHLIGHT**

*César Chávez Elementary (ARUESD)*

After 3.5 years in partnership, *César Chávez Elementary* in Alum Rock, East San Jose, has transformed from being the lowest performing school in the district into one of the highest performing:

- **52.5% of all students** scored Proficient or Advanced on the CST-ELA and **71.8% of all students** scored Proficient or Advanced in mathematics.

- Latino students, fully 82% of César Chávez’s enrollment, are now performing at higher levels in English Language Arts (51.7% Proficient or Advanced) than Latino students in the rest of the state (45.9% Proficient or Advanced).

- “The staff here, before Partners in School Innovation, was used to working hard, but very much alone in their classrooms. I think a huge piece of Partners’ work is really showing teachers how to work collaboratively, how to leverage the wealth of knowledge they have among their peers, and themselves, to support each other and to create long-term plans.”

  RENE SANCHEZ, PRINCIPAL  
  CÉSAR CHÁVEZ ELEMENTARY, ARUESD

**Investment & API in ARUESD**

![Graph showing investment and API in ARUESD](image-url)
40 Partners staff
79% have an advanced degree
205 years of teaching experience

155 years of school and district reform experience
This year

79%

of our partner schools in California receiving direct support increased their API ranking when compared to similar schools.

↑ 19.4

At Fischer Elementary School in ARUESD between 2010 and 2013, the percentage of students scoring Proficient or Advanced on the CST-Math has increased by 19.4 points.

x 7

Three of our partner schools in SFUSD have averaged an impressive API increase of 97 points from 2011 to 2013, nearly seven times the district’s 14 point increase over the same period.
“The Applied Materials Foundation has achieved an impressive return on our investment with Partners in School Innovation. We have supported Partners’ work in the highest-need schools and school districts near the location of our global corporate headquarters in San Jose, California consistently over a twelve year period. Our ultimate shared goal is to increase the number of students who graduate from high school inspired and prepared to have success in college and life. Our committed long-term relationship has helped improve the effectiveness of teaching and learning in our partner schools and has achieved remarkable results for students.”

SIOBHAN KENNEY, DIRECTOR, GLOBAL COMMUNITY AFFAIRS
APPLIED MATERIALS

RESULTS

Student Achievement

★ Over the last two years, Partners’ schools have continued to move students out of the bottom two levels of performance on the California Standards Test–English Language Arts (CST-ELA) and the California Standards Test–Mathematics (CST-Math). Growth on the CST-ELA is at a rate of more than 3 times that of the state.

CST-ELA

★ Though 2013 results showed declines in proficiency among California’s Latino students, five of Partners’ schools continued to increase the percentage of Latino students achieving proficiency and are narrowing the racial achievement gap.

★ Over the past five years, our partner schools have seen steady growth in the percentage of students who score Proficient or Advanced on the CST-ELA. Compared to the rest of the state, our students are progressing at a faster rate over time.

CST-Math

★ Despite statewide declines of 0.2 percentage points in students scoring Proficient or Advanced on the CST-Math, nine of Partners’ schools increased the number of Proficient or Advanced students by as much as 14 percentage points.

★ Across all of Partners’ schools, 6th and 7th grade students scoring Proficient or Advanced showed the most dramatic growth, up 7.0 percentage points. In California overall, the same group of students scored slightly lower this year.
School Highlight
Everett Middle School (SFUSD)

★

Since partnering with us, Everett Middle School in San Francisco has transformed from having only 17.6% of students Proficient or Advanced in ELA to having 42.5% of students Proficient or Advanced in ELA—a 24.9 percentage point increase between 2010-2013.

★

Everett had a 13.2 percentage point gain in the number of Latino students scoring Proficient or Advanced on the CST-ELA between 2011-2013.

★

“Our work with Partners in School Innovation has been instrumental in truly accelerating the quality of teaching and learning at Everett, and ultimately, the academic results and high school readiness of our students. Partners’ staff are 100% student and school advocates all the way. We are grateful for our continued partnership.”

Jennifer Kuhir, Assistant Principal
Everett Middle School, SFUSD

“Our Foundation has been a supporter of Partners in School Innovation for many years. Partners helps teachers excel in their profession and learn the best way to help all students succeed in school. We are proud to support Partners’ important work.”

Judy Bigelow, Executive Director
Fordham Street Foundation

Academic Performance Index (API)

★ In California, our schools are narrowing the achievement gap. 79% of our partner schools receiving direct support (11 of 14) increased their Academic Performance Index (API) ranking when compared to similar schools. Five schools increased by one rank and six schools increased by more than one rank.

★ From 2009-2013 during our partnership with ARUESD, the number of schools performing at or above 800 on the API increased from 5 to 16.

★ When examining API gains over multiple years in California, our partner schools in San Francisco Unified School District have achieved dramatic results. Three of our partner schools have averaged an impressive API increase of 97 points from 2011 to 2013, nearly seven times the district’s 14 point increase over the same period.

★ Long considered the lowest-performing school in ARUESD, César Chávez Elementary is a powerful example of the positive effects of a long-term partnership. In the 3.5 years Partners has worked in Chávez, their API score has shot up a staggering 177 points from 645 to 822.
9 of Partners’ schools increased the number of Proficient or Advanced students on the CST-Math by as much as 14 percentage points.

Since partnering with us, Everett Middle School had a 13.2 percentage-point gain in the number of Latino students scoring Proficient or Advanced on the CST-ELA.
“One of the strengths of Partners is that it makes the cycle of continuous improvement very visible throughout the work, so it’s not just in people’s minds, where it can get lost. It’s in everything they do.”

STEPHEN FISS, SUPERINTENDENT, ARUESD
“Many organizations talk about openness and collaboration. Seeing the Partners project team at work and their commitment to sharing information and soliciting feedback across the organization proved that these values are at the heart of what makes Partners unique. I came to appreciate not only what Partners is doing to see that all students have a chance to thrive, but also how they are accomplishing this—through their collaborative approach.”

TIM SCHEELE, ACCOUNT DIRECTOR
TAPROOT SERVICE GRANT TEAM

ACCOMPLISHMENTS

Key Messages
Over the course of six months, Partners engaged with a highly-skilled team assembled by the Taproot Foundation to work on key messages and brand identity. From many articulations of our value proposition and what we do, we gradually refined our message to a concise, accurate and compelling statement that aligned with the heart of Partners:

→ “We work hand in hand with teachers and leaders to strengthen teaching, learning and achievement in under-performing public schools and districts.”

District Transformation Review
Partners implemented a District Transformation Review (DTR) in three districts using our District Transformation Rubric: Alum Rock and Franklin-McKinley in East San Jose, and Battle Creek in Michigan. The DTR consists of a data collection tool and process that enables a district to take inventory of strengths, challenges and opportunities across a district in order to inform the process of continuous improvement.

The rubric anchors the review process and specifies research-based best practices in the areas of leadership, professional learning and instruction that districts can use to transform teaching, learning and achievement, particularly for African American students, Latino students and English Learners. Both the process and the rubric provide leaders and teachers with a common language to identify, discuss and gain agreement on what constitutes powerful practice.

The review teams for each district conducted a series of interviews, observations, focus groups, surveys and school visits in order to learn about how current district practices support teachers and school leaders to improve teaching, learning and achievement. They combined data from these sources to inform an analysis of strengths and identification of opportunities for growth. In the future, we also anticipate using the findings from these reviews to gauge how well our teams are building a district’s capacity to support school transformation.

Overview of the DTR pilot process

1 Preparation
2 Data Collection
3 Scoring
4 Reporting
“The support of Partners in School Innovation this year has been immensely helpful as we began implementing our Academic Plan for the excellent Grand Rapids Public School district that our families deserve. Partners has begun working hand in hand with us to provide more intensive support for some of our more challenged schools. The initial results of Partners’ efforts are promising, and we are very excited by the kind of exceptional achievement possible through our partnership.”

TERESA WEATHERALL NEAL, SUPERINTENDENT, GRPS

“Partners helps me complete the circle so that I have feedback and follow-up to ensure that we have a consistent process to come back to over and over again for achieving a vision of success. My School Innovation Partner was so valuable in this process, because we developed trust and the work that we did together helped get us to where Franklin needed to go. Now, there’s not a breakdown in communication in our school, and that’s really important.”

NNEKA DANIELS, PRINCIPAL, FRANKLIN ELEMENTARY SCHOOL, BCPS

Michigan

BATTLE CREEK PUBLIC SCHOOLS (BCPS)

We entered our first full year of partnership and engaged with an extremely motivated staff committed to improving structures and practices to support increased student achievement. We created and solidified a Theory of Action at our three partner schools (Dudley STEM Elementary, Ann J. Kellogg Elementary and Franklin Elementary) to help school leaders maintain a focus on the essential practices identified for improvement against their goals. We also worked with district leaders to develop a scope and sequence for English Language Arts professional development. Together, we shared a sense of urgency around student success and a clear vision for our partnership.

- In just one year, all of our partner schools increased their transformational leadership practices, from being inconsistently implemented to being systematically implemented.

- Our partner schools also improved the number of students performing at grade level in reading by 5.5 percentage points and in language usage by 5.5 percentage points.

- At Franklin Elementary, the percentage of students scoring on grade level on the NWEA Measures of Academic Progress (MAP) Reading assessment increased by almost a full percentage point more than the district. The percentage of students scoring on grade level on the MAP-Language Usage assessment increased by 1.3 percentage points more than the district.
GRAND RAPIDS PUBLIC SCHOOLS (GRPS)

We began our partnership with GRPS half-way through the year. We focused with school and district leaders in Burton Elementary, Buchanan Elementary, Martin Luther King PreK-8 and Southwest Community Campus PreK-8 on professional learning and collaboration. For example, Instructional Leadership Teams (ILTs) from our four partnership schools came together to become familiar with the Results Oriented Cycle of Inquiry (ROCI), create and refine theories of action, and implement cycle action plans aligned with their theories of action. Along the way, the participants deepened their understanding of what effective professional learning looks like.

The Results Oriented Cycle of Inquiry (ROCI)

is the most powerful means Partners has found for building schools’ capability for continuous organizational learning and improvement. ROCI focuses attention directly on student-learning progress and obstacles. It encourages people to learn from their successes and to diagnose as well as problem-solve their shortfalls. It then leads them to implement provisional solutions, all the while monitoring how well (or not) those are working. ROCI engages teachers and leaders at every level of the school system as true learning advocates and, simultaneously, positions them as leaders of sustained organizational improvement.

“**This work is different than what we have experienced before. This is refreshing and hopeful. With Partners, we were really able to dig deep. When you have a lot of initiatives coming in, teachers and staff usually like to wait it out to see what will be effective and if there’s follow through. What we found with Partners is that they are so involved and aligned with everything the teachers are working for that there’s a tremendous amount of connection and support. This reform effort will only work when in partnership with organizations like Partners.”**

CARMEN FERNANDEZ, PRINCIPAL
SOUTHWEST COMMUNITY CAMPUS SCHOOL, GRPS

JAIMIE KIDD, DIRECTOR
PROGRAM DEVELOPMENT & SUPPORT

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Common Core State Standards (CCSS) Implementation

As districts plan for the shift to Common Core State Standards (CCSS), Partners staff helps teachers develop a continuous improvement mindset to ensure a successful transition. For the past three years, School Innovation Partners (SIPs) have been supporting middle school teachers in ARUESD to work together in a cross-school professional learning community (PLC) that gathers three times a year to plan instructional units, analyze student achievement data and reflect on their teaching practice. In 2012-13, the middle school leaders and teachers expressed a desire to use their PLC time to begin learning about and planning with the CCSS. In order to meet their needs, our SIPs planned a series of three sessions in which teachers analyzed the similarities and differences between the California State Standards and the CCSS, learned about the key shifts they would need to make in their instructional practice, and worked together to create and analyze the results of a performance-based assessment. As a result of these sessions, teachers were thrilled to be supported to get ahead of the curve and will be making the full transition to teaching the CCSS in the 2013-2014 school year.

“I really value and use the time that we have to collaborate across school sites. We are all sharing real practices and lessons that help in our work to align with CCSS.”

KATARAINA CARRASCO, COACH
FISCHER MIDDLE SCHOOL, ARUESD

SCHOOL HIGHLIGHT

Dr. George
Washington Carver Elementary (SFUSD)

At Carver Elementary, we began by establishing a Theory of Action aligned to the school vision and student achievement goals. We then quickly created and implemented a plan for professional development, collaboration and instructional coaching.

Between 2010 and 2013, the percentage of students scoring Proficient or Advanced on the CST-Math increased by 30.6 percentage points. This year, 68.7% of Carver’s students scored Proficient or Advanced, which is 1.7 percentage points higher than the state average of 67.0%.

“Relationship is key. Trust is being able to say the wrong thing and people get your meaning. If the trust isn’t there, you could say the right thing, very carefully, and people still may misinterpret what you mean. I feel that the relationship and trust we’ve built with Partners has been a key to our success; for me, it’s especially been the relationship with our School Innovation Partner. She’s been our anchor.”

STACY-ANN AFFLICK
ASSISTANT PRINCIPAL
CARVER ELEMENTARY SCHOOL, SFUSD

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Washington Carver Elementary (SFUSD)

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STACY-ANN AFFLICK
ASSISTANT PRINCIPAL
CARVER ELEMENTARY SCHOOL, SFUSD
“I am pleased that Battle Creek Public Schools works in collaboration with Partners in School Innovation. Partners has a strong school and district transformation approach, which has created mindset shifts in our first year. A major shift has been to a focus on student achievement results. I am pleased and confident that our continued work together will create systemic transformation and sustainable academic achievement.”

DR. LINDA HICKS, SUPERINTENDENT, BCPS
On May 9, 2013, Partners celebrated 20 years of impact and launched onto the national stage of education reform with its first fundraising gala event in San Francisco at the Westin St. Francis, “Celebrating Impact—Transforming Futures.” Over 260 guests helped us raise more than $125,000 to support better student achievement outcomes in support of our mission.
LAUNCHED AT OUR 20TH ANNIVERSARY GALA, the Partners Pledge is a campaign to source 10,000 signatures to show support for efforts to close the achievement gap and ensure a high-quality education for every child in America. The Pledge will be delivered to policy makers and education leaders on World Social Justice Day on February 20, 2015.

Won’t you pledge to support the work of teachers, principals, district leaders, parents, students and communities seeking to transform their schools so that every student can thrive?

www.partnersinschools.org/Pledge
The Most Important Social Justice Issue of Our Generation is

THE ELIMINATION OF THE ACHIEVEMENT GAP.

Partners in School Innovation is committed to working shoulder-to-shoulder with teachers and leaders in underperforming schools and districts to help students thrive as learners, regardless of background or zip code. Our strategic vision propels us toward the next decade as we work to fulfill our mission.

1. Demonstrate breakthrough student achievement on an unprecedented scale in urban school districts.

   GOAL
   Work with over 50,000 students through all levels of engagement in schools.

2. Achieve national influence by effectively transforming and helping to sustain the transformation of low-income, under-performing schools.

   GOAL
   Serve over 80 schools in districts across the country.

3. Communicate the impact of our approach widely in order to foster thought leadership and best practices in education.

   GOAL
   Be a credible thought partner to elected officials and education leaders.

4. Create a sustainable funding model that allows for continued national expansion.

   GOAL
   Leverage local and national support to help achieve over a $10 million budget to foster high-quality education opportunities for all students.
“Partners’ approach transforms schools from the inside out. The work is complex and multi-faceted, and the Partners team brings not only best-in-class knowledge about school and district transformation, but they bring it with a humility, a respect for the kids and families they serve and commitment to partnership that is unique. I’m proud to have been associated with an organization that is making a decisive difference for children living in poverty around the country.”

BECKY CROWE HILL, BELLWETHER EDUCATION PARTNERS
FORMER EXECUTIVE DIRECTOR AND BOARD MEMBER

FINANCIALS

IN FISCAL 2012–13, we dedicated $0.78 on every dollar invested to direct program implementation, support and assessment. We spent $5.8 million on the work of accomplishing our mission and expanding impact. The year was financially solid, with a 42% increase over last year in total foundation revenues and over $125,000 in new revenue from our 20th anniversary gala. Partners ended the year with an estimated $332,708 in unrestricted net assets.

Sources of Income

**Total Revenues**

$6,150,902

*In-Kind Contributions $86,236*

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<td>Schools &amp; Districts</td>
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Allocation of Resources

**Total Expenses**

$5,818,194

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<td>Direct Services</td>
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**SUPPORTERS**

**PHILANTHROPIST ($300,000+)**
- Applied Materials Foundation
- W. K. Kellogg Foundation

**INVESTOR ($100,000 – $299,999)**
- East Bay Community Foundation
- Leo M. Shortino Family Foundation
- Stuart Foundation

**BENEFACOR ($25,000 – $99,999)**
- Committee Encouraging Corporate Philanthropy
- Douglas and Maria DeVos Foundation
- Fordham Street Foundation
- Hellman Family Foundation
- Jeanne and William Barulich Family Foundation
- JPMorgan Chase Foundation
- Julien Phillips
- San Francisco School Alliance
- SanDisk Community Sharing Program
- Silicon Valley Community Foundation
- Silver Giving Foundation
- Silicon Valley Social Venture Fund (SV2)
- Suzanne and Eric O’Brien
- W. Clement and Jessie V. Stone Foundation
- Walter and Elise Haas Fund

**INNOVATOR ($10,000 – $24,999)**
- Cisco Systems Foundation
- Fleischhacker Foundation
- Gay and Laurance Hoagland
- Nancy and Gary T. Steele
- Wells Fargo Foundation
- William and Charlene Glikbarg Foundation

**ADVOCATE ($5,000 – $9,999)**
- Catherine and Wister Walcott
- Ernst & Young
- PCH International
- Rosemary and Tom Tisch
- Sally and Noel Fenton

**LEADER ($1,000 – $4,999)**
- Cecile Lyons
- Christyne and Lenny Mendonca
- Deanna Roffis and Kevin Elzinga
- Derek Mitchell
- Deborah Halpern and Jeremy Singer
- Elizabeth Schwerer and P. Kingston Duffie
- Glassman Family Fund
- Jane and Bernard vonBothmer
- Jeanette LaFors and Matthew Kelemen
- Jomary and Bob Bolles
- Kathleen Burke and Ralph Davis
- Laura and David Nadler
- Leslye Louie
- Madeline and Bruce Ramer
- Marian and Larry Krummel
- Malik Starr
- Melissa McJannet
- Michelle Wachs and Irwin Gross
- Palo Alto University
- Patti and Roy Schmidt
- Rita and John Simpson
- Samuel Mandell
- Susan Stoddard-Phillips
- ThoughtWorks
- U. S. Bank

**VISIONARY ($500 – $999)**
- Aliya Qayyum and Robert Greszczuk
- Barbara and Tom Service
- Chris Cooper
- Comcast
- Jessica and Bertrand Yansouni
- Jimmie Lopez
- Joan Wрабetz and Frank Vargas
- Julie Schneider
- Kathi McShane
- Lani and Don Leydig
- Leigh and Roy Johnson
- Lionel Yee
- Shellbrook Foundation
- Susanne and Jim Dern
- Terry Bergeson
- Wences Casares
- Yaacov Silberman

**PARTNER ($100 – $499)**
- Alexander Krynska
- Alexandra Creer
- Alyson Taketa
- Andrew Steckel
- Anne Wolf and Jim Ahrens
- Barbara Kitz and Steve Grayson
- Becky Crowe
- Brett Miller
- Brooke Lyons Prince
- Carol Batker
- Carol and Doug Henton
- Carol Zink
- Charlotte and Harry Turner
- Claudia Sandoval
- Colleen Wilcox
- Darien Louie
- Eva and David Bradford
- E. Richard Jones
- Elizabeth and Howard Greenfield
- Elizabeth and Tom Hughes
- Emelda Brennan
- Erika Gregory
- Gee Kin Chou
- Hugh Dubb
- Jason Chapin
- Jennifer Muhliner
- Jonathan Klein
- Judith Stephenson
- Julia Murphy
- Julia Quintero
- Kate Godfrey
- Kim Wisckol and Peter Kao
- LaShawn Route Chatmon
- Leona and Michael Mullery
- Lindsay Phillips and Kevin Daniels
- Liz and John Fowler
- Louise Bay Waters
- Lynzi Ziegenhagen
- Madeleine Clarke
- Mandy and Jeff K. Phillips
- Marie Kawase Huxley
- Marjorie Wilkes Matthews
- Mark Walker
- Mary and Arthur Forsberg
- Mary Ann and John Brock
- Mary Puttmann-Kostecka and Matt Kostecka
- Matthew Bakker
- Matthew Bamm
- Melinda Tisch Stier
- Mialisa and Robert Bonta
- Molly Wadhwani
- Nancy Atwell and Timothy Dowd
- Natasha Dalzell Martinez

**FRIEND (UP TO $99)**
- Carolyn Gramstorff
- Christina Velasco
- Deborah and Rodrick Giles
- Elizabeth Merzenich
- Gabriel Speyer
- Gail and Peter Held
- Imani Cooley
- Jerilyn and Adam Taylor
- Jim Ingwersen
- John Baxter
- Kim Grose Moore
- Leroy Gaines
- Nikki Lasley
- Sarah Krummel

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- Atlassian Foundation
- D’Aquino
- Devi Pride Photography
- Google Grants
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- Half Moon Bay Brewing Company
- Honig Vineyard and Winery
- Jones Family Vineyard
- Taproot Foundation
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“Partners isn’t about overnight change. We are in this work for the long-haul with our school partners. And more than any organization I’ve encountered out in the field, we truly feel like we are 50-50 with them, side-by-side, doing the hard work day in and day out. We deeply understand the context our schools and districts exist within—and we support them in making sense of it and transforming at the same time. And it is through this type of relationship and approach that change is possible.”

MEAGHEN SPENCER, DISTRICT PARTNERSHIP DIRECTOR, PARTNERS IN SCHOOL INNOVATION