SIG Form 1–Application Cover Sheet

School Improvement Grant (SIG)
Application for Funding

APPLICATION RECEIPT DEADLINE
July 2, 2010, 4 p.m.
Revised: September 1, 2010

Submit to:
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

NOTE: Please print or type all information.

County Name: **Los Angeles**		**County/District Code:** **19-64733**
Local Educational Agency (LEA) Name **Los Angeles Unified School District**		**LEA NCES Number:** **0622710**
LEA Address **333 So. Beaudry Avenue 24th Floor**		**Total Grant Amount Requested** **$52,212,775**
City **Los Angeles**	**Zip Code** **90017**	
Name of Primary Grant Coordinator **Dr. Sharon Robinson**	**Grant Coordinator Title** **Special Assistant to the Superintendent**	
Telephone Number **(213) 241-7000**	**Fax Number** **(213) 241-8442**	**E-mail Address** **Sharon.robinson@lausd.net**
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.		
Printed Name of Superintendent or Designee **Ramon C. Cortines**		**Telephone Number** **(213) 241-7000**
Superintendent or Designee Signature		**Date** **August 30, 2010**

PDF processed with CutePDF evaluation edition www.CutePDF.com

SIG Form 2–Collaborative Signatures (page 1 of 2)

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

The appropriate administrator and representatives for the District and School Advisory Committees, School Site Council, the district or school English Learner Advisory Council, collective bargaining unit, parent group, and any other appropriate stakeholder group of each school to be funded are to indicate here whether they support this sub-grant application. Only schools meeting eligibility requirements described in this RFA may be funded. (Attach as many sheets as necessary.)

Name and Signature	Title	Organization/ School	Support Yes/No

SIG Form 2, Collaborative Signatures, has been removed due to privacy concerns. Each school's SIG Form 2 is on file with the CDE. See the CDE's Public Access Web page at http://www.cde.ca.gov/re/lr/cl/pa.asp for information about obtaining access to these forms.

SIG Application Checklist

Required Components

The following components must be included as part of the application. Check or initial by each component, and include this form in the application package. These forms can be downloaded at http://www.cde.ca.gov/sp/sw/t1/regsig09rfa.asp. Please compile the application packet in the order provided below.

Include this completed checklist in the application packet

___X__Form 1 Application Cover Sheet
(Must be signed in **blue ink** by the LEA Superintendent or Designee)

___X__Form 2 Collaborative Signatures
(Must be signed in **blue ink** by the appropriate personnel at each school selected for participation and by the LEA Superintendent or Designee)

___X__Form 3 Narrative Response

___X__Form 4a LEA Projected Budget

___X__Form 4b School Projected Budget

___X__Form 5a LEA Budget Narrative

___X__Form 5b School Budget Narrative

___X__Form 6 General Assurances
Drug Free Workplace Certification
Lobbying Certification
Debarment and Suspension Certification

___X__Form 7 Sub-grant Conditions and Assurances (three pages)

___X__Form 8 Waivers Requested

___X__Form 9 Schools to Be Served Chart

___X__Form 10 Implementation Chart for a Tier I or Tier II School

___X__Form 11 Implementation Chart for a Tier III School, (if applicable)

Assurance of Fulfillment of Program Requirements with Reduced Grant Award

I hereby certify that the agency identified below will fully and effectively implement all elements of its approved 2009–10 School Improvement Grant (SIG) plan, including all required elements of the selected intervention model at each SIG funded school, as defined by applicable federal statutes and described in our agency's revised SIG application. The reduction in 2009–10 SIG funding from the amount initially requested by our agency will not interfere with our ability to fulfill all required elements of the selected intervention model(s) for our SIG-funded school(s).

Agency Name:	Los Angeles Unified School District
Name of Authorized Executive:	Sharon V. Robinson
Title of Authorized Executive:	Special Assistant to the Superintendent
Signature of Authorized Executive:	
Date:	August 31, 2010

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
19-64733	Los Angeles Unified	Ramon C. Cortines	
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	Los Angeles Unified School District
Authorized Executive:	Megan Reilly, Chief Financial Officer
Signature of Authorized Executive	

SIG Form 3 – Narrative Response

Respond to the elements below. Use 12 point Arial font and one inch margins. When responding to the narrative elements, LEAs should provide a thorough response that addresses **all** components of each element. Refer to *Application Requirements*, B. Narrative Response Requirements on page 18 of this RFA, and the SIG Rubric, Appendix A.

i.	**Needs Analysis**
	Response:
ii.	**Selection of Intervention Models**
	Response:
iii.	**Demonstration of Capacity to Implement Selected Intervention Models**
	Response:
iv.	**Recruitment, Screening, and Selection of External Providers**
	Response:
v.	**Alignment of Other Resources with the Selected Intervention Models**
	Response:
vi.	**Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)**
	Response
vii.	**Modification of LEA Practices or Policies**
	Response:
viii.	**Sustainment of the Reforms after the Funding Period Ends**
	Response:
ix.	**Establishment of Challenging LEA Annual School Goals for Student Achievement**
	Response:
x.	**Inclusion of Tier III Schools (if applicable)**
	Response:
xi.	**Consultation with Relevant Stakeholders**
	Response:

California Department of Education (http://www.cde.ca.gov/fg/fo/fm/drug.asp)
Page Generated: 5/26/2010 3:51:33 PM

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations* (*CFR*) Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
   a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
   b. Establishing an on-going drug-free awareness program to inform employees about:
      1. The dangers of drug abuse in the workplace
      2. The grantee's policy of maintaining a drug-free workplace
      3. Any available drug counseling, rehabilitation, and employee assistance programs
      4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
   c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
   d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
      1. Abide by the terms of the statement
      2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
   e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
   f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
      1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
      2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
   g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address. city, county, state, zip code)

333 S. Beaudry Ave. 24th Floor

Los Angeles, CA 90017

Los Angeles County

Check [ ] if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Los Angeles Unified School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Sharon Valear Robinson, Special Asst. to the Superintendent

Signature: _____ Date: May, 24, 2010

CDE-100DF (May-2007) - California Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

Last Reviewed: Wednesday, May 05, 2010

California Department of Education (http://www.cde.ca.gov/fg/fo/fm/lobby.asp)
Page Generated: 5/26/2010 3:52:55 PM

Lobbying

Certification regarding lobbying for federal grants in excess of $100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations* (*CFR*) Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;
c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Los Angeles Unified School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Sharon Valear Robinson, Special Asst. to the Superintendent

Signature: _____ Date: May 24, 2010

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

Last Reviewed: Tuesday, February 24, 2009

California Department of Education (http://www.cde.ca.gov/fg/fo/fm/debar.asp)
Page Generated: 5/26/2010 4:08:14 PM

Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," " person," "primary covered transaction," " principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: Los Angeles Unified School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Sharon Valear Robinson, Special Asst. to the Superintendent

Signature: _____ Date: May 24, 2010

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

Last Reviewed: Tuesday, February 24, 2009

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;

2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;

3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

4. Report to the CDE the school-level data as described in this RFA.

5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.

6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.

7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.

8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.

9. The applicant will use funds only for allowable costs during the sub-grant period.

10. The application will include all required forms signed by the LEA Superintendent or designee.

11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.

13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.

14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.

15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html (Outside Source)

16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.

17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.

18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.

19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.

20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.

21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

SIG Form 7–Sub-grant Conditions and Assurances (page 3 of 3)

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	Los Angeles Unified School District
Authorized Executive:	Megan Reilly, Chief Financial Officer
Signature of Authorized Executive	

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 24 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

[X] Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

> **Note**: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

[X] "Starting over" in the school improvement timeline for Tier I schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I schools that will implement a turnaround or restart model to "start over" in the school improvement timeline. (**Note**: This waiver applies to Tier I schools only)

[ ] Implementing a schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I school that does not meet the poverty threshold. (**Note**: This waiver applies to Tier I schools only)

i. Needs Analysis

Executive Summary

The Los Angeles Unified School District (LAUSD) has thirty-one Tier I & II Program Improvement schools eligible to apply for this School Improvement Grant (SIG). After a careful evaluation of the models, and an examination of the District's previous participation in large-scale, state reform efforts, LAUSD has decided to take a dynamic approach to improving these schools. Instead of spreading support personnel and resources to serve all the eligible schools, this plan takes a razor sharp focus on integrating district and school reform measures to maximize improvement in 9 selected schools that serve a total of 14,943 students. These schools have been selected not only for their needs, but for their capacity and determination to improve and participation in previous Board approved reform processes. The collaborative efforts of this cohort of PI schools will launch LAUSD into a new era of reform by creating prototypes for improving achievement and teacher/leader effectiveness in all of our schools.

LAUSD's Public School Choice Initiative and the District's focus on improving teacher and school leadership effectiveness define the core of this aggressive school reform proposal. The plan is agile and can be implemented in phases for future scale up; aligned to existing goals, resources and fiscal constraints; and, accountable for measurable results at both the school and district levels.

District Overview

LAUSD educates 11% of California's students with a total K-12 enrollment of 617,796. This monumental task is accomplished at 891 K-12 school sites and 208 other centers including Early Education, Community Adult, Occupational and Skill Centers. 260 of our schools are underperforming and have been designated in Program Improvement 3+ years. The District employs 33,214 teachers with an average of less than ten years of experience, 2,308 Administrators, and other staff for a total of 71,851 employees.

Based on CalWorks and the Free/Reduced lunch program data, 75.9% of our district's families live below the poverty level, and 33% of our students are classified as English Learners. The California Dept. of Education reports that the LAUSD graduation rate is only 72.4%. Mirroring national trends, nearly half of our African American and Hispanic students will not graduate in four years (Harvard Civil Rights Project, 2004). The District's 2007-08 dropout rate was 26.4%. This tragic loss of human potential, coupled with the threat to our economic stability and community safety, drives the imperative to improve our schools and assure a better future for Los Angeles.

The Superintendent and the Board of Education, together with parents and community partners, are waging a war on failure. Supt. Cortines has stated: "For too long we have protected the status quo even when it is not serving our children. We have a golden opportunity to accelerate the gains we have made by working together. We must take the passion and energy in the new ways of teaching and learning to make certain all of our students achieved their dreams." Many initiatives and strategic plans are already in

motion demonstrating insight, forward thinking, and innovation, yet still grounded in the realities of our current fiscal crisis. The District's goal is that every student will receive a quality education. School reform and improvements in staff effectiveness are the means to that end.

Public School Choice Options is one of the District's reform initiatives that has created a mechanism for parents and members of the community to take control of schools and work together to improve learning for their students. On August 25, 2009 the Public School Choice (PSC) Resolution was approved by the Board of Education as a major initiative in the District's school transformation efforts. The Board recognized that while there were indications of growth in District schools, chronic academic under-performance still persisted within a significant number of schools. The aim of PSC was to ensure that students have more choices and access to high quality instructional programs (See the *Public School Choice Options* brochure attached as Appendix I).

Another major milestone for improving teaching and leadership was the establishment of the Teacher Effectiveness Task Force which began meeting in Fall 2009 in response to the April 2009 Board motion "Quality Leadership and Teaching to Ensure a World Class Education for All." Labor partners, parents and community representatives, private sector leaders, higher education partners, as well as district leaders, teachers and administrators, worked collectively to propose bold steps related to teacher, administrator, and support personnel effectiveness. On April 27, 2010 the Task Force presented its report to the Board of Education with recommendations for: redesigning the teacher and administrator evaluation process; differentiated compensation and career ladders; restructured tenure process; augmentation of teacher support; intervention and professional growth; and legislative action steps needed to implement proposed changes (See full report as Appendix II).

Over the next month Supt. Cortines worked with staff to develop a three-year implementation plan based on the Task Force's recommendation (See plan as Appendix III). Presented to the Board on May 18th, this plan will put LAUSD on a course to having an effective teacher in every classroom and an effective principal leading every school by Fall 2016. Several of the components of this strategic plan are embedded in the SIG schools' implementation plans. This cohort of enlisted schools will work collaboratively to prototype, initiate, develop, and test the actions proposed in the 3-year strategic plan. A description of how these strategies will be implemented appears in the individual Implementation Charts for each school.

SIG School Selection Process

Under the direction of Dr. Sharon Robinson (Special Assistant to the Superintendent), staff from Superintendent's Leadership Team and the Local Districts, (all who work with the Tier I and II schools), evaluated potential SIG applicants. The intent of this process was to go beyond a needs analysis and also conduct a capacity analysis to measure each school's readiness for the SIG intervention models. Five questions were posed in the screening process:

1. What was the school currently doing to enable students to make progress?
We reviewed each school's Single School Plan and high school WASC accreditation reports for a description of interventions and other operating programs.

2. What had been the school's previous experience with other reform programs including CSRD, II/USP, HPSG and QEIA?
We ascertained their participation in each program and examined if the resources had generated any notable progress or changes in the school.

3. What was the school's recent success or failure level in meeting measurable outcomes and goals established by the District's Accountability Matrix?
Using School Accountability Report Cards (SARC) and other district data, we analyzed 3-year trends in: state testing results (CST, CELDT, CAHSEE), proficiency rates in core subjects for all students and subgroups, performance on local periodic assessments, course enrollments (A-G, AP/Honors), course pass-rates, EL reclassification rates, teacher and student attendance, graduation/dropout rates, and disciplinary actions.

4. Why had the school's overall performance improved or remained the same?
We took into consideration information about the staff composition, stability, leadership effectiveness, professional development, decision making/governance processes, alignment of fiscal resources, the use of data, information from staff, parent and student surveys, and input from Local District superintendents and school directors.

5. What changes would best assure the likelihood of school improvement?
We compared the strategies required for each SIG intervention model with the level of present interventions and reforms at each school and determined if a SIG model would best meet the existing needs and enhance the capacity of each site.

After completing the data screening process, nine Tier I & II schools were invited to participate in the SIG application process. All of the schools were selected based upon needs balanced with a high level of readiness and potential to move forward along with the following reform strategies:

- Three schools partnered with an Educational Management Organization (EMO) (Gompers MS, Markham MS, Stevenson MS) meet the eligibility requirements of the Restart model.
- Four of the six schools (Gardena SH, Hillcrest ES, Jefferson SH and Maywood SH) had already been identified in 2009 as PSC Schools (low performing) and participated with their teachers and their communities in a rigorous PSC process to develop comprehensive school reform plans that were approved by the Superintendent and the school Board. The remaining two schools (Carver MS and Griffith Joyner ES) joined iDesign external Network Partners.

In order to participate in the SIG application, each school had to complete a comprehensive, narrative assessment survey that guided their needs analysis and provided an opportunity to tell their story. The results of each school's survey, combined with data and the District's comments, appear at the end of Section i.

Background on iDesign – Network Partner Schools – Five SIG applicants

iDesign Schools, a branch of the LAUSD Innovation and Charter Schools Division, was created in July 2007 by the Superintendent of Schools and the Board of Education to support the transformation of LAUSD schools and to increase the number of high quality educational options for families across Los Angeles. This would be accomplished by empowering and supporting schools to implement innovative reform models aimed at accelerating student achievement. The underlying theory of change is that decentralization of authority and responsibility closer to school sites, coupled with increased accountability, will improve conditions necessary for excellence in teaching and learning. As a result, schools are granted greater autonomy and more control over budgetary decisions, governance, curriculum and instruction, staffing decisions, calendar and scheduling, and professional development. Now under the Public School Choice Options, iDesign oversees three types of schools. Each of these school models incorporates varying levels of autonomy in exchange for increased accountability (See Public School Choice Options brochure (Appendix i).

Five of the SIG applicants are iDesign Network Partner schools. In these schools non-profit civic and academic institutions, called Network Partners, enter into a formal collaborative relationship with the schools to facilitate school reform and to manage the daily operational functions at the sites. They are held accountable to the Board of Education through a 5-year renewable Memorandum of Understanding (MOU). This agreement allows the Network Partners maximum freedom and autonomy to, in cooperation with the District, implement educational services in their partner schools. They have the flexibility to waive Board Rules and District policies except those that are necessary for compliance with state and federal laws and applicable collective bargaining agreements. Network Partners provide instructional leadership, technical assistance and support, as well as additional resources to improve school programs and instruction (See sample MOU as Appendix iv).

Three of the SIG applicant schools (Gompers MS, Markham MS, and Stevenson MS), based on their low academic performance and significant demand from their stakeholders for improvement, were identified by the Superintendent as potential iDesign schools. Each school underwent a series of teacher, parent and community meetings with iDesign staff and Network Partners' leadership prior to voting on the decision to become a Network Partner school for the 2008-2009 school year. As a result, Gompers MS, Markham MS, and Stevenson MS are now managed by the Partnership for Los Angeles Schools (the Partnership). Started by Los Angeles Mayor, Antonio Villaraigosa, the Partnership is a non-profit organization that contracts with LAUSD to reform some of the lowest performing schools in Los Angeles. They currently oversee 12 schools in East L.A. and South L.A., and through LAUSD's Public School

Choice Initiative, the Partnership has been given the opportunity to manage three more schools.

Public School Choice Schools – Five SIG applicants

Part of the Public School Choice Options provides for a process where low performing schools, who meet certain criteria, are designated as Public School Choice Schools. For these schools, PSC provides a competitive process for school planning teams, local communities, pilot school operators, labor partners, charter school operators, and any non-profit educational management organizations to submit operational and instructional plans for operating new LAUSD schools and/or existing schools that meet certain criteria.

Carver MS and Florence Griffith Joyner ES were two of the twelve 2009 PSC Schools that were identified using the following PSC criteria:

1. Program Improvement status for three or more years
2. Less than 21% proficiency in either Math or ELA for 2008-09
3. Zero or negative growth on the 2008-09 Academic Performance Index (API)
4. For high schools, greater than a 10% dropout rate based on 2007-08 data

Through the PSC process, the Partnership submitted proposals for partnerships with Carver MS and Florence Griffith Joyner ES. Both proposals were ultimately approved by the Board, and the partnerships will begin for the 2010-2011 school year.

Other schools in this SIG application include: Maywood SH, Gardena SH, Jefferson SH, and Hillcrest Drive ES. Through the PSC process, all four schools worked with teachers, administrators, parents and members of their communities to design their PSC school reform plans. The Superintendent's Office appointed two teams to review each PSC School application to ensure that they met all the PSC requirements. The teams consisted of internal and external representatives from institutions of higher education, parents, teachers, administrators, classified staff, instruction, Data and Accountability, Parent and Community Service, Special Education, Operations, Finance, Facilities and General Counsel.

After this initial screening, approved applications from potential external network partners, charter operators, universities, and teacher-community based groups were presented to the school communities at stakeholder engagement meetings. Subsequent to the meetings, community members cast their votes for the applications submitted for the management of their schools. The Superintendent considered the proposal ratings given by the two review teams and the community advisory votes before submitting his final PSC recommendations to the Board of Education for approval.

Needs Analysis Tools and Process

On April 12th a meeting was held for the leadership teams of the nine potential SIG applicants. At this meeting the terms of the grant were presented along with a description of criteria for each intervention model. Based on the District's preliminary needs and capacity analysis, the District indicated its recommendation for each school's reform model. In order to be included in the SIG application the schools had to hold a

Public Meeting for their stakeholders to discuss the grant implications and any potential modifications it might pose to their existing Single Plans. The schools then met with their Instructional Leadership teams and School Site Council members to decide if they wanted to pursue the grant. As a result of these meetings, on April 19th all nine schools submitted letters of intent indicating their willingness to participate in the SIG application process and to comply with all the conditions of the grant.

To better measure their needs and readiness for the SIG, each school's Instructional Leadership team completed a detailed, narrative survey describing their: instructional program, in-place interventions, professional development activities, instructional support, staff, governance/decision making process, fiscal resources, partnerships, and their use of data to improve student achievement. This narrative assessment survey was designed to provide more detail than the District could get from the APS or DAS tools. The schools candidly described their plans for the future, some recent successes, and the challenges that impede their ability to improve achievement. Staff effectiveness data for each school was gathered from the LAUSD Office of Human Resources. Instructional minutes and instructional materials information was also gathered from district resources.

The second qualifying/assessment process was for each school to complete a draft of an implementation proposal. In this pre-qualifying plan they had to submit descriptions of the required and permissible strategies that aligned with their respective model. Using their Single Plans for Student Achievement, each school's Instructional Leadership team had to determine which strategies they would employ to:

- Develop and increase teacher and school leader effectiveness
- Implement comprehensive instructional reform strategies
- Increase learning time and expand professional development
- Create community-oriented schools with support services
- Provide operational flexibility, decision making, and sustained support

On May 5th these implementation proposals were submitted to the District for review. Staff from the Los Angeles County Office of Education and the Superintendent's Leadership Team analyzed the proposed implementation plans for: alignment to the SIG models, feasibility, allocation of other school resources, cost estimates, staff and community buy-in, and the appropriateness to meet the needs of the school. All nine schools were recommended to participate in the final SIG application.

As one reads the school narratives, you may be taken back by the enormity and complexity of the challenges our schools face, particularly those sites located in very high crime, high poverty communities where dire circumstances can severely impact students' lives and their ability to attend school and learn. But at the same time, in the narratives you will hear the voice of schools that are not willing to give up on their students. They all speak with a determination to improve and make diligent efforts to remedy the causes of failure that plague their schools.

Stevenson Middle School

Robert Louis Stevenson Middle School is an inner-city school located in East Los Angeles. The community is considered a low social/economic area with many immigrants with low educational backgrounds. The school follows the single-track calendar. Stevenson MS is one of ten middle schools in Local District 5 and is very similar in ethnicity, academic performance and student population compared to other middle schools in the local district.

Stevenson MS has approximately 2,154 students enrolled in the regular school and 84 students enrolled in the magnet school comprised of 6th, 7th and 8th grade levels. Stevenson is 99.5% Hispanic. Just over 9% of Stevenson students receive special education services; 34% are English Language Learners; 10% of students are identified as GATE; and 87% of the students are eligible for free and reduced lunch. The student population shows a steady decline of 100 students for the last three years and is projected to decline 200 students for 2010-2011. This trend is expected to continue for the next few years. Stevenson Middle School is in PI 5 status and participates in the school-wide Title 1, High Priority, and QEIA programs. The average daily student attendance rate is 96.3%.

Stevenson has 104 teachers; 96 are fully credentialed, seven are Interns, and one teacher is working on a provisional credential. The average teacher experience level is eight years. From 2006 to 2009 the Stevenson teacher retention rate was 86%. The staff daily attendance rate is 94.9%.

Stevenson has consistently been identified as one of the lowest performing schools in the district and state, with a State API Rank of 1 and a Similar Schools API Rank of 1. Since 1999, its similar school rank has steadily declined from 8 to 1. Since the inception of the API ranking program in 1999, Stevenson has never scored above an API 1. The school has been in NCLB Program Improvement since the 2004 - 2005 school year. In 2001, 8% of students were proficient in English. In 2002, 11% of students were proficient in Math. In 2008, those numbers were 18% proficient for Math and 22% for English. The condition of the campus reflected a loss of care and neglect both for the physical plant as well as the students. The school was covered with graffiti, the paint was old and chipping, the classrooms and hallways were barren with very little information about learning and student achievement, and several of the bathrooms were not working or in poor condition. The adults on the campus had a hard time creating a sense of control during the school day; students were often found skipping schools or roaming the campus rather than in the classrooms learning.

The Partnership

Started by Los Angeles Mayor Antonio Villaraigosa, the Partnership is a nonprofit organization that contracts with LAUSD to turnaround some of the lowest performing schools in two of the city's neighborhoods of greatest poverty and violence. This organization assumed management and control of 10 chronically low performing LAUSD schools in July of 2008 and added 5 schools in the subsequent year. The

Partnership is now the largest school turnaround organization operating in the city of Los Angeles. Our 15 schools enroll approximately 19,500 students and employ 1,500 school-based certificated and classified staff.

On July 1, 2008, the Partnership for Los Angeles Schools (Partnership) took control of Stevenson Middle School. Teachers and parents participated in a vote that resulted in Stevenson becoming an iDesign Network Partner school managed by the Partnership. The Partnership has been working with Stevenson to implement a comprehensive restart model that addresses key instructional, cultural and policy issues that have plagued LAUSD schools for years. The Partnership model is focused on fundamental changes, rather than incremental improvements.

The Stevenson restart model focuses the school's improvement efforts in 6 core areas: school culture, leadership, quality instruction, student interventions and acceleration, family and community engagement and school operations. The Partnership is working with Mayor Villaraigosa and LAUSD to marshal and deploy crucial resources provided by the City of Los Angeles, private-sector companies, philanthropic entities, non-profit organizations and governmental agencies. Key factors that optimally position the Partnership to transform Stevenson MS and accelerate student achievement are:

- Flexibility and autonomy from LAUSD's policies and procedures related to staffing, budget, curriculum, teacher PD, governance and interventions that allow for decision-making and solutions based on the specific needs of the school to accelerate student achievement.
- Working with existing students within school attendance boundaries and existing staff within labor agreements, bringing best practices, new resources and advocacy to schools.
- Utilization of a new management structure in which Principals report to the Partnership rather than to LAUSD.
- As a capacity-building organization, the Partnership develops leaders from every stakeholder group (administrators, teachers, parents and community members) with a focus on improving collaboration.

The following key initiatives have been implemented at Stevenson MS:

School Culture

Capturing Kids Hearts: To begin repairing the adult-adult and adult-student relationships, we implemented the Capturing Kids Hearts (CKH) program, an intensive three-day professional development for teachers, administrators and support staff. A total of 215 staff members participated in this professional development program. With this program, we set expectations and trained teachers and staff on how to build and maintain effective relationships with students and each other.

Student Voices: We worked with consultants from EdEquity to conduct student focus groups and videotape their responses. Stevenson then carved out time to explicitly listen to student's perceptions regarding delivery of culturally conscious and rigorous instruction, adult-student relationships, and dealing with social-racial conflict. This qualitative data assists administrators and teachers to improve academic achievement.

Leadership

Principal Recruitment: In 2008, the Partnership hired a new principal, Leo Gonzalez, to manage the implementation of the restart model.

Executive Coaching: The Partnership's Assistant Superintendent of Instruction provides on-going, coherent coaching for the entire administrative team at Stevenson. Site administrators have dedicated support and expertise provided by our senior leadership staff, often in the moment they are confronted with issues at their site.

Leadership Conferences: The Partnership provides formalized leadership training to all administrative teams via monthly off-site leadership development conferences. Leadership conferences focus on equipping our school administrators with the necessary skills to be exemplary instructional leaders at their school site.

Adaptive Schools Coaching: The Partnership hosted an 8–day Foundations Course for Cognitive Coaching. The majority of Instructional team leaders (lead admin., dept. chairs and coaches) from Stevenson participated in this training focused on developing skills and utilizing Adaptive school structures, strategies and tools to help teachers successfully work in collaborative teams.

Quality Instruction

Common Planning Time: Increased time focused on professional development and planning in teams. Before the Partnership, less than 25% of meeting time was spent on professional learning. Today more than 80% of teacher banked time is spent on collaborative planning. Teachers are placed in core teams and have the opportunity to collaborate during a common conference period. Teachers have been trained to work on outcome based lessons and learning objectives in their planning

National Board Certification: Through a grant from UCLA, 4 Stevenson teachers are enrolled in the National Board Certification program. There are a total of 20 teachers participating in the program from across all the Partnership schools.

Instructional Rounds: Instructional Rounds is the main mechanism our schools utilize to guide and coordinate a coherent instructional program for students. Through this process, educators develop a shared practice of observing, discussing, and analyzing learning and teaching. The focused observations, the analysis of data, collaborative dialogue and decisions lead to the continued development of common goals to accelerate student achievement. Stevenson has conducted rounds every 4 to 6 weeks. The principal, teachers, and Partnership staff participate in the process.

Summer Planning Time: The Partnership collaborated with UCLA to launch a 2-week Summer Institute in August 2009 to improve on instruction and build leadership capacity. Over 30 members of the Stevenson MS team participated. By the end of the 8-days, Stevenson had a fully developed professional development plan that was

agreed upon by the instructional leaders of their school before the start of the 2009-2010 academic year.

Extended Learning: To target students who score at the Far Below and Below Basic proficiency levels in English language arts and mathematics, Stevenson began offering extended learning opportunities after school and on Saturdays. Stevenson has increased the number of eighth grade students enrolled in Algebra I from 30% in 2008/09 to nearly 60%, targeting rising "middle-of-the-road" 8th grade students for enrollment in Algebra I instead of Algebra Readiness, the below grade-level course. This represents an enormous change in school culture for Stevenson, as it signifies the staffs' commitment to high expectations for students. To support the students enrolled in Algebra I, Stevenson has developed and implemented a comprehensive Algebra I intervention plan, utilizing a variety of strategies, including: after school tutoring, Saturday intervention classes, individualized, self-paced instruction using the APEX program (computer software), and PD and instructional coaching for teachers.

During School Day Intervention Program: We have found that after school intervention is not enough. Stevenson needed to have instructional experts push in to support students during the school day to ensure acceleration of performance. Every 6th grade student receives during the day intervention in English Language Arts and Mathematics.

AVID (Advancement Via Individual Determination): With Partnership support, Stevenson prioritized the AVID program. AVID has been growing with over 80 students currently enrolled in the 7th and 8th grade. In the 6th grade, Stevenson has implemented an "AVID-like" class in which over 100 students enrolled. Stevenson has also been implementing AVID strategies school wide.

Family Action Teams: Stevenson developed a Family Action Team (FAT) that is comprised of administrators, teachers, parents, and community partners. The FAT team is a collaborative group that designs and executes the parent engagement strategy to achieve two goals: 1) create opportunities to inform and educate parents on how to support their child's academic growth, and 2) develop parents' abilities to meaningfully engage in the governance and business of running the school.

FACE School Grants: This past year, Stevenson's FAT Team received a $5,000 grant from the Partnership to support their engagement efforts. Stevenson wrote a plan that addressed their specific family and community engagement needs.

Weekly Parent Meetings: Stevenson hosts a weekly parent involvement meeting with an average attendance of 80 parents. Administrators and teacher-leaders present information and workshops covering a wide variety of educational issues, including preparation for college and supporting students at home for school success. The topics are chosen by the parents. Additionally, Stevenson has implemented a parent volunteer program in which 80 parent volunteers have logged 20 or more hours each assisting with campus supervision.

Social Services: Stevenson is developing the social emotional health of its' At-Risk students by integrating the Gang Reduction Youth Development program into the selected students' school day. GRYD provides case management, group, and individual therapy to the participants. Atlantic Recovery Services has also begun a group this semester with the same focus.

School Safety: The Partnership worked with Stevenson to institute a student uniform policy and purchased uniforms for all students.

These interventions and supports have resulted in school and student improvements. During the SY08-09 (first year as a Partnership school), Stevenson MS saw the following gains: an increase in overall English/Language Arts scores from 16.3% proficient to 20.0%; an increase in 6th grade English/Language Arts scores from 20.7% proficient to 24.4%; an increase in 7th grade English/Language Arts scores from 15.3% proficient to 20.6%; an increase in 8th grade English/Language Arts scores from 12.9% proficient to 15.1%; and an increase in 7th grade Math scores from 14.5% proficient to 16.9%.

Potential to Further Accelerate the Restart Model

Although we have seen early signs of progress, Stevenson MS is still facing challenges and has a long way to go for significant improvements to take hold (please refer to school data shared above). Stevenson still has significant challenges ahead and needs additional support to accelerate the reforms underway. The restart model is being supported by the Partnership, and the strategies are aligned to the school's needs. We believe that the additional funding provided by the SIG grant can significantly help support the instructional core of the school and provide opportunities for extended learning opportunities and direct supports for students that otherwise could not be provided. SIG will fund many of the programs necessary to continue the school's transformation.

Stevenson believes that the most effective means to improve student achievement is to improve teaching and learning for both teachers and students. The additional dollars will add to the opportunities for professional development critical to young staff, where more than 40% have 5 years or less teaching experience. The funding will also support interventions to deal specifically with increasing proficiency in core subject areas and for experts to help the school better serve Special Education and ELL students. Funding will also enable school to implement after school and other enrichment activities to increase student engagement.

Hillcrest Drive Elementary

Hillcrest Drive Elementary has a student population of approximately 782 students and its diverse ethnic population is 50% African-American, 46.6% Latino or Hispanic, 1.3% Asian, 0.4% Not Hispanic, and 0.8% are American Indian or Alaskan Native.

Just over 4.8% of our students receive special education services; 48% are English Language Learners; 68% of our EL population is enrolled in a Structured English

Immersion Program; 25% of our Kindergarten and 1st grade students are in a Dual Language program; 94.6% of students receive free or reduced lunch price meals; and 45% of our students are from families receiving CALWORKS services. All students at Hillcrest are entitled to receive Title I services. Since many of our students come from foster homes, the lack of a stable environment plays a key role in low student academic achievement. Furthermore, the lack of affordable and available housing in this mostly apartment community contributes to the high transience rate **(43.2%).** Currently, our average daily attendance is 93.2%. Based on the CDE data for 2008-09, 20% of our students were Proficient or Above in English Language Arts (increase of 2% over previous year) and 26.9% in Mathematics (increase of 2.1% over previous year.) Our discipline program has improved as evidenced by a drop in our suspension rate from 10.8% to 6.9% for 2008-09.

Hillcrest has a diverse teaching staff in terms of ethnicity, socio-economic background, education level, and teaching experience. The entire teaching staff has California Clear Credentials; four of these teachers possess Special Education credentials. Many factors have interfered with the effectiveness of the teaching staff. Out of 43 teachers only 27 have ten or more years experience; the average experience for others is seven years. Teacher retention has been a consistent problem indicated by the fact that between 2006 and 2009 only 75% of our teachers remained at our school. This turnover creates a constant disruption in our team approach to learning. Staff attendance is 93.5%.

Hillcrest receives Title I, Title II and Title III funds, State Comp Ed, funds to develop English Proficiency and Parent Involvement, and funds for our magnet program. In addition we receive QEIA grant funds ($471,999) to reduce class size and drive our reform programs. All of our students have the instructional materials they need for instruction in all subject areas. As required by the District, our Instructional Minutes= 53,565. As a Title I school there are many programs being implemented at Hillcrest. The highly structured Special Education program uses Touch math and Voyager as two main intervention programs for basic mathematical skills and reading fundamentals. “Into English” is designed to assist our English language learners and those students requiring extra help or are below grade level.

Other programs are Beyond the Bell, for tutoring students, and the Reading First program that was designed to make significant improvements in reading and language arts areas for students falling under a specific category. Another important program incorporated at Hillcrest is the Academic English Mastery Program (AEMP), which is designed to meet the language acquisition needs of our English only students as well as other English dominant students. Two new programs that have been implemented within the last two years are “Boys Uplifted” and “Boys and Men of Color”; both programs are designed to ensure that young boys receive the skills and support they need to succeed academically, emotionally, and socially. Lastly, a fairly new science program that has been introduced at Hillcrest is called “Iridescent”. This program is a cutting-edge, hands-on science program that is designed to promote pride in being an engineer or a scientist for the purpose of inspiring students to become scientist or engineers.

Methods of Instruction-The use of diverse instructional methods/strategies and best practices were initiated by the teachers at Hillcrest to make content areas comprehensible to all students, to ensure equal access to the curriculum, and to provide continuous practice for mastery of subject area content. However consistency in delivery and effectiveness has not been monitored to insure results.
Curriculum Pacing- School wide use of standards based instructional guides for Open Court reading, Envision Mathematics, Foss Science, and Scotts Foresman Social Studies curriculum are utilized to ensure student academic success across all content areas. All students have instructional materials for all core classes.
Extra learning time opportunities - Additional learning opportunities for student growth are offered through: Collaborative Youth and Family Services (Boys Uplifted) after-school programs, Beyond the Bell, and LA's Best.

Over the last three years at Hillcrest, Professional Development has been inconsistent in its method of delivery and frequency. During the 2007-08 school year teachers met in grade level meetings for 90 minutes once a week. These meetings gave teachers time to collaborate and share best practices through "lesson design study". School wide professional development was presented once a week, and the topics were determined based on grade level concerns and needs observed by the principal. Many of the topics presented evolved around student discipline, classroom management, and district compliant mandates.

The 2008-09 school year began with a new principal who designed more grade level meetings with less frequency, little accountability, and no opportunity for "lesson design study". Professional development occurred once a week and focused on two of the six CRRE Modules for Open Court and two of the four Compass Learning Modules for Scott Foresman. The Instructional Coaches designed and facilitated the professional development. Due to the loss of our principal, the professional development was presented sporadically over the first semester. Once an interim principal was assigned, our professional development was geared again around district compliant mandates.

HCES has created four Academies (Grades 3-5), one Academy (Grades pre-K -2), a Music Magnet, Dual Language Program, and a Special Education Department. The Dual Language Program is designed to teach English and Spanish Languages simultaneously. The Visual and Performing Arts Academy focuses on visual art, drama, dance, and music. The Primary Academy focuses on early childhood education emphasizing literacy and numeration proficiency. The Music Magnet focus is on choral and orchestra instruments for students in grades 1-5. The Music Magnet currently exists and students are selected by the LAUSD Magnet Office. Students and parents will choose their academy.

HCES research based strategies include: developing cooperative and communal classroom learning environments, engaging in instructional conversations, building academic language, utilizing graphic organizers, making cultural connections, encouraging active learning, high expectations, skillful questioning, demonstration, and

modeling. Personalized Learning Plans will be developed for every student in HCES to focus instruction on the specific progress and needs of each child. An early start in schooling is a major thrust of HCES. In year one, 2 pre-K SLRDP classes will be a part of the Primary Academy. Beginning in year 2, 6 pre-K classes will be a part of the Primary Academy. To accomplish all our goals, the school day is extended. The teacher day will run from 7:30 a.m. to 3:10 p.m. The student day will run from 8:00 a.m. to 3:00 p.m. Intervention, enrichment, and after school opportunities will be available to students from 3:00–6:00 daily.

The performance of students, teachers, support providers, leadership, and classified staff will all be assessed using district guidelines, peer evaluation, and HCES identified criteria in accordance with the California Standards for the teaching profession. To monitor student achievement, we will use multiple assessment tools beginning with the state mandated CELDT and CST. For Language Arts, HCES will use OCR unit assessments, grade level specific standards based benchmark checklists, CORE Reading Assessments, DIBELS, Student Portfolios and other authentic assessments, teacher running records, and curriculum based assessments. For Mathematics, we will use the District quarterly assessments, EnVision topic assessments, grade level standards based benchmark checklist, and teacher/grade level created assessments. For other areas of development, performance task projects, Personalized Learning Plans, CUMS, *MyDATA*, socio-emotional surveys/checklists, attendance records, office referrals, anecdotal records, and other behavior records will be utilized.

The analysis of data will take place daily (in classrooms), weekly (in grade level meetings), and monthly (in RtI^2 team meetings). Single grade level and multi-grade level teams will collaborate weekly to analyze data, to determine current practice and its relation to student learning, determine professional development needs, establish long and short term goals, develop rubrics, benchmarks, and criteria charts.

Potential for Success:
After a review of the above information provided by the Leadership Team at Hillcrest, and our own analysis of data, the school culture and readiness to improve, the District believes that Hillcrest has a very strong likelihood for successful implementation of a SIG transformational model. The core requirements of the model are already embedded in their Single Plan, and the faculty is enthusiastic about the new academy structure to personalize education. Hillcrest has already shown indicators of progress on the standardized tests, District periodic assessments, Open Court assessments, and the discipline issues have subsided.

Interviews are currently being conducted and a new principal will be put in place for the 2010-2011 school year. Faculty and parents will participate in the selection of their new administrator. With the placement of a top notch administrator the District will ensure more leadership stability at Hillcrest and the implementation plans will move forward as described.

Gardena Senior High School

Gardena High School is a comprehensive high school serving grades 9 through 12. The 3,161-member student body reflects the ethnically diverse community surrounding the school. Gardena High School's student population is comprised of 59% Latino students with 16% English Learners, 33% African American, 3% Asian, and 2% Filipino students. Additionally, 62% of the population is economically disadvantaged, 7.3% are gifted, and 10% receive Special Education services. The current transiency rate is very high at 36%. Our daily student attendance rate is 89.2%.

For 2008-09 22.8% of our students were Proficient or Above in English-Language Arts; only 4.5% were Proficient or Above in Mathematics. We have significantly reduced our 4-year dropout rate from 40.4% in 2007 to 29% in 2008.

At Gardena High School there is the belief that a strong partnership between parent, community, and the school is vital to the success of both student and school. GHS has a comprehensive system for communicating with parent and community members and regards them as partners in planning, making decisions, developing the expected school-wide learning results and providing opportunities for students to apply learning both at home and in the community. They participate as decision makers in school leadership teams such as the School Site Council, Compensatory Education Advisory Committee, English Language Advisory Committee, Small Learning Community Advisory, Western Association of Schools and Colleges Focus Groups, Safe Schools Committee, Booster Clubs, and Parent Teacher Association. In addition, parents have various opportunities to engage in their child's education, such as, volunteering, attending Back to School Night, Open House, Freshman Orientation, Financial Aid Seminars, and meetings regarding college information, content standards, and CAHSEE information. The Parent Center, staffed by a Community Representative, provides the organization and support for these activities.

Gardena High School has an exemplary Healthy Start program which coordinates, with the assistance of community-based organizations, resources and services that support students in their efforts to remain in school despite obstacles that make school attendance difficult. Students are given the opportunity to benefit from resources that will help them deal with the psychological and physiological issues that affect their education. The funds from this grant will support additional services to students and the community by providing access to the following resources: school-based health clinic, psychological services, pregnancy management, drug prevention and education programs, anger management classes, Juvenile Impact Program to improve self-esteem and positive attitudes, and a women's leadership project.

Gardena High School's efforts at reform have centered on Smaller Learning Communities (SLCs). The school is currently organized as a freshman academy and four SLCs: The Green House (9th Grade Academy), ACCER (Architecture, Construction, Computer Science, Engineering, and Robotics), GLA (Global Leadership Academy which joins the Foreign Language Magnet with the Southern California International

Business Academy), AME (Arts, Media, and Entertainment), and SHAPS (Sports, Medicine, Health and Public Service). This reform model has been successful at providing personalized, themed communities that create a positive climate built on inclusion, encouragement, and high expectations. Gardena is still in the formative stage of SLC implementation, with the freshman academy in its second year and the other SLCs in their first year.

Central to meeting the goals of the reform efforts is the autonomous, separate, and continuous 9th Grade Academy, The Green House, to be located on the east side of the campus. The new Small School Principal and the support staff will closely monitor the progress of freshmen to meet their academic and emotional needs. The 9th Grade Academy will create an effective transition for students, providing enrichment, intervention, and a rigorous core and elective curriculum.

A strong commitment from the Gardena High School Alumni Association and the community are vital to the successful implementation of the small learning communities. In the fall of 2010, each SLC will develop an advisory board with the goal of creating a well-rounded educational experience for all students as well as the staff. The advisory board will be made up of teachers within the SLC, students, parents, alumni, and community partners. These community partners will belong to the Gardena High School Advisory Board as well as the small learning community of choice. Resources and real-world connections through such opportunities as student internships, mentoring, tutoring, project-based learning and job shadowing will provide a well-rounded educational experience.

Assessing the success of this SLC-model will focus on improved graduation rates (2007-08 rate 64.9%), A-G completion rates, post-secondary education enrollment rates, improved student grades, higher reclassification rates, lower transiency rates, higher staff retention rates, increase in theme-based elective offerings, fewer suspensions, improved attendance by both students and faculty, and a higher proficiency rate on CST, CAHSEE, and periodic assessments. Using *MyData* to its optimum capacity will help school leadership and teachers continually monitor progress in these areas.

At Gardena the Instructional minutes are set by the District at 63,705. All of our students have sufficient instructional materials for all classes. The curriculum and pacing plans for core classes are provided by LAUSD instructional guides and designed lessons. Recognizing that the prescribed LAUSD curriculum has a proven successful track record with students similar to Gardena's student population, each SLC is committed to using the LAUSD curriculum maps, textbooks, and ancillary materials with fidelity.

For several years, math and literacy coaches supported the curriculum through classroom observations, feedback sessions, and professional development. However, this year the school chose to purchase a half-time math coach only, and instruction in other core areas was not supported with any consistent or comprehensive plan.

A large part of next year's reform plan features the creation of Professional Learning Teams supported by UCLA Center X Critical Friends protocols. The services of full-time math, literacy, and access to core coaches will further support teacher effectiveness and fidelity to curriculum and strategies to engage all learners.

The four access strategies identified by Language Acquisition Branch (Instructional Conversations, Academic Vocabulary, Collaborative Learning, and Graphic Organizers), AVID strategies including Cornell notes and Socratic Seminar, differentiated instructional strategies, incorporating technology into instruction, standards-based instruction, accessing and using data, and classroom management have been the topics of this year's 20 professional development sessions.

There needs to be a comprehensive data-driven approach to designing appropriate job-embedded professional development activities, as well as monitoring the classroom to see that these strategies are in place daily. The Instructional Leadership Team's function is to ascertain the needs of students and teachers (using data from classroom observations, assessments, and surveys) and create appropriate PD for teachers. This group is in its first year and is working towards assuming a larger role in professional development planning and assessment of its effectiveness.

The school continues to provide intervention in the form of Read 180, Accelerated Reader, Math Tutorial Lab, Learning Centers, after-school tutoring, Essentials in Math and English classes, and CAHSEE Intensive Instruction Program after-school, and CAHSEE Saturday School at regular intervals throughout the school year. Teachers in the ESL department hold Saturday School for those students needing extra time to help them re-designate. As part of Local District 8's RtI^2 Cohort 2 next year, the school's leadership team will learn how to use academic, attendance, and behavioral data to create more effective intervention opportunities for students. With the 2 X 8 block schedule in place for next year, the master will feature many more during-the-day intervention and credit recovery classes and a weekly advisory period to support students.

Work has begun with administrators and teachers on how to use *MyData* as a tool for improving student achievement. Beginning in the Fall, teachers will be able to upload the results of their own classroom assessments onto the *MyData* system so that the databank will have timely data posted at regular intervals to inform instruction and drive intervention decisions.

From 2007 to the present, Gardena High School has had three principals, two interim principals and four different assistant principals. The change in administration has led to a breakdown of the infrastructure of the school. This lack of consistent leadership has negatively impacted the implementation of effective teaching strategies, intervention programs, curriculum guides and designed lessons, and the supervision of instruction.

While the school has worked together to create and revise the Public School Choice plan this year, there is a critical need for teachers to work together in Professional

Learning Communities in order to implement the necessary reform. The current staff does not possess all the skills needed to collaborate and move the plan forward to improve student achievement so professional development is critical to our success. The faculty of Gardena HS consists of 115 teachers, 112 of which are fully credentialed in their subject field and we have 3 Interns. The average level of teaching experience is 12.4 years. Another issue affecting our staff is the high turnover rate. Over the last three years the retention rate has been only 63% causing a constant disruption in building teaching teams. The staff attendance rate is 93.1%.

Potential for Success

The Gardena HS Public School Choice Plan includes new commitments:

1. Fully implement small learning communities to become autonomous small schools by 2014.
2. Create of the 9th Grade Green House Academy and summer bridge program to support incoming 9th grade students. (Summer 2010)
3. Create of the Global Leadership Academy incorporating the current Foreign Language Magnet and Southern California International Business Academy (SCIBA) with emphasis on language development in the world of business. (September 2010)
4. Implement AVID strategies and four specific access strategies across the curriculum in all small learning communities. (September 2010)
5. Implement a new 2 X 8 bell schedule to provide access to intervention, enrichment and credit recovery. (September 2010)
6. Provide teacher professional development on effective instructional strategies during the summer of 2010.
7. Establish small learning community advisory boards with community partners, students, parents, and teachers as members. (September 2010)
8. Schedule professional development for every Tuesday using Professional Learning Community protocols. (September 2010)
9. Implement an advisory period every Tuesday to increase personalization within all small learning communities. (September 2010)

Recognizing that the prescribed LAUSD curriculum has a proven successful track record with students similar to our student population, each of our small schools is committed to using the LAUSD curriculum maps, textbooks, and ancillary materials with fidelity. The curriculum provides enough flexibility to support the themes of each SLC.

All of these strategies clearly align to the needs analysis of this school. The District believes that if the plan is faithfully implemented Gardena will be successful in improving the effectiveness of their staff and student achievement.

The community input on the plan design and their school engagement is very high at this school which will support the implementation of their plan. The smaller learning communities model will appeal to students and has promise for improving the graduation rate.

Gompers Middle School

Gompers Middle School is located in the South Los Angeles community. Gompers serves 1,484 students, and the demographic breakdown is 72% Latino and 27% African American. 33% of Gompers students are identified as English Language Learners; 84% of their students are economically disadvantaged, qualifying for free or reduced price lunches. This measure of student economic need most likely does not fully capture the true level of poverty among the students because the neighborhood surrounding Gompers is one of the poorest in the City of Los Angeles. Gompers has an over representation of students in foster care, special education, single parent households, and families receiving AFDC. The neighborhood is also plagued by greater than average crime, specifically related to the presence of gangs in the area.

Gompers is a challenging school. Many students face issues outside of school related to safety, housing, nutrition, medical care, and transportation. In addition to the instability that students face at home and in the community, school supports and leadership have been unstable. There have been more that 11 principals in a dozen years, with even greater turnover in other administrative staff such as assistant principals and school coordinators. As such, high teacher turnover and maintaining longevity have been a consistent problem. This situation was made even worse during the SY08-09 when the state budget crisis hit the school hard and resulted in more than 50% of teachers receiving layoff notices. The teacher retention rate from 2006-09 was only 34%. We have 62 teachers of whom 52 are fully credentialed, and 10 are Interns. The average teaching experience level is less than five years. Our teacher attendance rate is 90.8% which is low compared to other schools. The Instructional minutes at Gompers = 61, 655. All students have adequate instructional materials for classes.

Gompers has consistently been identified as one of the lowest performing schools in the LAUSD and the state, with a State API Rank of 1 and a Similar Schools API Rank of 1. Since the inception of the API ranking program in 1999, Gompers has never scored above an API 1. The school has been in NCL B Program Improvement since the 1998-1999 school year (Year 10). In 2004-05, 5% of students were proficient in Math and 10% in English. In 2009, those numbers were 12% proficient for Math and 14% for English. Our student daily attendance rate is 93%. The school has participated in more than 10 years of continuous, often overlapping reforms and the expenditure of millions of dollars in extra funds, and the creation of various school improvement plans all managed by LAUSD. Most recently, Gompers was a recipient of the Quality Education Investment Act (QEIA) funds in 2007. The QEIA money primarily funds class size reduction and carries strict state mandates for compliance. The extra money has not been enough to dramatically accelerate the achievement of students.

The Partnership

Started by Los Angeles Mayor Antonio Villaraigosa, the Partnership is a nonprofit organization that contracts with LAUSD to turnaround some of the lowest performing

schools in two of the city's neighborhoods of greatest poverty and violence. This organization assumed management and control of 10 chronically low performing LAUSD schools in July of 2008 and added 5 schools in the subsequent year. The Partnership is now the largest school turnaround organization operating in the city of Los Angeles. The Partnerships 15 schools enroll approximately 19,500 students and employ 1,500 school-based certificated and classified staff.

On July 1, 2008, the Partnership assumed direct oversight of Gompers. The Partnership has been working with Gompers MS to implement a comprehensive restart model that addresses key instructional, cultural and policy issues that have plagued LAUSD schools for years. When the Partnership first arrived on campus for the initial assessment of climate and instructional practices, it was clear the key stakeholders lacked a sense of shared values and beliefs around student academic and behavioral expectations, as evidenced by great variance in classroom environments, campus and classroom cleanliness, instructional planning and delivery, and student academic and behavioral expectations. Students routinely roamed campus during instruction; teachers were frequently late to class and absent; and in fact, teacher attendance for the 2007-2008 school year was 86%. Staff members (including campus safety personnel, office staff, and custodial staff) frequently mistreated students and/or parents. Multiple student bathrooms were closed for years; flooring was poorly maintained and/or neglected; there was a paucity of supplemental instructional materials; and working technology was not available in at least 75% of classrooms. Currently all students have required instructional materials and repairs have been made to the facility.

The Partner model focuses the school's improvement efforts in 6 core areas: school culture, leadership, quality instruction, student interventions and acceleration, family and community engagement and school operations. The Partnership is working with Mayor Villaraigosa and LAUSD to marshal and deploy crucial resources provided by the City of Los Angeles, private-sector companies, philanthropic entities, non-profit organizations and governmental agencies. Key factors that optimally position the Partnership to transform Gompers Middle School and accelerate student achievement at scale are:

- Flexibility and autonomy from LAUSD's policies and procedures related to staffing, budget, curriculum, teacher PD, governance and interventions that allow for decision-making and solutions based on the specific needs of the school to accelerate student achievement.
- Working with existing students within school attendance boundaries and existing staff within labor agreements, bringing best practices, new resources and advocacy to schools.
- Utilization of a new management structure in which Principals report to the Partnership rather than to LAUSD.
- As a capacity-building organization, the Partnership developed leaders from every stakeholder group (administrators, teachers, parents and community members) and focused on improving instruction and student achievement.

The following key initiatives have been implemented at Gompers Middle School:

<u>School Culture</u>

Capturing Kids Hearts: To begin repairing the adult-adult and adult-student relationships, we implemented the Capturing Kids Hearts (CKH) program, an intensive three-day professional development for teachers, administrators and support staff. A total of 192 Gompers staff members participated in this professional development program.

Student Voices: Student perspectives on their own schooling are a critical element in developing a positive school-wide culture. We work with consultants from EdEquity to conduct student focus groups and videotape their responses. This project supports the transformation of school culture by carving out time to explicitly listen to student's perceptions regarding delivery of culturally conscious and rigorous instruction, adult-student relationships, and dealing with social-racial conflict.

Principal Recruitment: In 2008, the Partnership hired a new principal, Sonia Miller, to manage the implementation of the restart model.

Executive Coaching: The Partnership's Assistant Superintendents of Instruction provided our leaders with on-going, coherent coaching for the entire administrative team at the school site. Site administrators have had dedicated support and expertise provided by our senior leadership staff, often in the moment they were confronted with issues at their site.

Leadership Conferences: Gompers Leadership Team receives formalized, classroom training via monthly off-site leadership development conferences. Leadership conferences focus on equipping our school administrators with the necessary skills to be exemplary instructional leaders at their school site.

Summer Planning Time: The Partnership partnered with UCLA to launch 2-week Summer Institutes to improve instruction and build leadership capacity. Over 25 members of the Gompers team participated. By the end of the 8-days, Gompers had a fully developed professional development plan that was agreed upon by the instructional leaders of their school before the start of the 2009-2010 academic year.

Common Planning: Increased time focused on professional development and planning in teams. Before the Partnership, only 6 out of 16 hours a month was spent on professional learning. Today 16 out of 16 hours a month is allocated to developing teacher practice.

Expert Coaching Support:

- Six content coaches support teachers across all four core content areas and are contracted through UCLA Center X. The coaches are highly qualified candidates, selected based on their skills to mediate and support the thinking of teachers so that they develop the ability to own their professional growth instead of having it directed to them by a scripted program or textbook.

- Increasing National Board Certification of Teachers: Gompers has 2 teachers enrolled. Partnership-wide we have a total of 20 teachers supported through a grant from UCLA.

Informal and Formal Classroom Visits: Gompers principal conducts daily Classroom Visits (3 hours a day, at least 15 minutes in each classroom) and is often accompanied by Partnership support personnel such as the Assistant Superintendent of Instruction and the Coordinator of School improvement.

Instructional Rounds: Learning in Network Teams: Through this process, educators develop a shared practice of observing, discussing, and analyzing learning and teaching. The focused observations, the analysis of data, collaborative dialogue and decisions lead to the continued development of common goals to accelerate student achievement. Gompers is the first school to participate in a round that included parents.

- Before and after school support and Saturday school are offered for Gomper's lowest performing students. The school cycles students in/out every 8 or 10 weeks depending on the student's level of need and the focus area for the cycle.
- Acceleration Opportunities: AVID, APEX web-based course offerings, greater access to Algebra 1 for 8th graders, improved access to technology and summer bridging opportunities.

Family Action Teams: Gompers developed a Family Action Team (FAT) that is comprised of administrators, teachers, parents, and community partners. The FAT team is a collaborative group that designs and executes the parent engagement strategy to achieve two goals: 1) create opportunities to inform and educate parents on how to support their child's academic growth, and 2) develop parents' abilities to meaningfully engage in the governance and business of running the school.

FACE School Grants: The Partnership provided grants to our school's FAT teams to support their engagement efforts. To obtain the grants each school must write a plan that addresses their specific needs, and they are eligible for up to $5,000 from the Partnership to help implement the plan.

These interventions and supports resulted in student achievement gains. In terms of 2008-09 CST Performance Highlights, 7.2% increase in the number of eight grade students scoring proficient and above in History-Social Science; 3.6% increase in the number of students scoring proficient and above in Science (Gr. 8); Grade 7 ELA: 3.4% increase in the number of students scoring proficient and above; Grade 7 ELA: 10.6% decline in the number of English Learners scoring Far Below and Below Basic; and Grade 7 Math: 11.1% decline in the number of English Learners scoring Far Below and Below Basic.

2009-10 Periodic Assessment data shows us that Gompers is moving in the right direction. Gompers 2008-09 CST English language arts proficiency rate was 14.9%. The average proficiency rate across all three ELA periodic assessments for 2009-10 is

21.6%. 2008-09 CST mathematics proficiency rate was 12%; 2009-10 mathematics benchmark assessments show students with an average proficiency rate of 20.9%.

Finally, Gompers has actually experienced an increase in suspensions this year, through April of 2010, the YTD suspension rate is 46.5%. We had success in our first year at reducing the suspension rate. However, the levels we see now are very close to the number of suspensions in the years before we started supporting the school.

Potential to Further Accelerate the Restart Model

Although we've seen improvement, Gompers is still facing many challenges and has a long way to go to see real acceleration. In fact, we estimate that our school's API would have to grow by 60 points at least to move from an API 1 to and API 2 school. Unfortunately, 2009 CST proficiency in Math and English are still below 15%. Our school is having challenges in adequately serving its special education and ELL students, with both groups achieving below 3% proficiency in English language Arts and mathematics. As mentioned earlier, student discipline continues to be a problem. The school has a large population of socially/emotionally disturbed (SED) students, and a vast majority of the suspensions are incurred by this school subgroup. All of these conditions are exacerbated by the fact that more than half of teachers have less than five years of experience, so the teaching staff also needs major support in the areas of classroom management and student engagement.

SIG will fund many of the supports necessary to continue Gompers' transformation. The Partnership will deploy the additional resources at the school to support professional development for teachers, which is critical because of the low level of experience. We are also planning to use the additional monies to offer interventions to a greater number of students and to specifically support our goals of increasing proficiency in core subject areas, and for experts to help the school better serve Special Education and ELL students. Funding will also enable school to implement other supports to help with students' social and emotional needs such as counseling and psychological services, many of which have been reduced or eliminated due to the current funding crisis in California.

Florence Griffith Joyner Elementary School

Florence Griffith Joyner Elementary School (FGJ) is located in the Watts community of South Los Angeles, a severely depressed area of Los Angeles. Student enrollment is 898, and the ethnic breakdown is 68% Latino and 32% African American. 44% of FGJ students are identified as English Language Learners, and 8% qualify for special education services. 93% of the students are economically disadvantaged, qualifying for free or reduced price lunches. Student social and emotional issues take precedent at FGJ: 60% of students live in low income housing projects; more than 10% are foster children; more than 7% are homeless; and an enormous number of students come from single parent households.

Griffith Joyner is one of the lowest performing schools in all of Los Angeles and the state of California; it is ranked in the bottom 1% of all schools in the district with a 2004-05 Growth API of 547 and 2008-09 Growth API of 637. For 2009, 20% of students tested Proficient and Advanced in English Language Arts and 30% in Mathematics. Average daily student attendance is 96. %. The District mandated Instructional minutes are 53,565, and all students have required instructional materials.

Our school has 42 teachers, 41 have full credentials and we have one Intern. The average level of teaching experience of our staff is eight or more years. In terms of teacher retention from 2006-09 the rate was low at 76%. This faculty turnover has reduced the ability to develop team work and common planning.

Griffith Joyner has been in Program Improvement since 2006, and in the last 3 years it has not made significant progress to support the achievement of all their students. The School has attempted to implement several intervention efforts:

- Transitioned into a small learning community structure so that students are cohorted in "houses" to provide additional support through personalization.
- The Administrative team has increased classroom observations to intensify support to struggling teachers.
- Created the Instructional Leadership Team in 2007. School leaders were expected to model instructional leadership that exemplified highest expectations for all members of the school community. Administrators were also responsible for distributing leadership responsibility and accountability across all members of the school community including staff, teachers, students, and parents
- Participated in the "10 schools" program ($1MM for lowest performing 10 schools in LAUSD since 2004 and continues) focused on low-income minority students achieving proficiency in ELA and Math. This program allowed them to hire full-time nurse, psychologist, instructional coordinator, tech coordinator, para professionals, outreach consultant, office techs.
- Implemented character trait program by Second Step, which helps students manage their anger and frustration. Implementation of Second Step has severely reduced referrals from 1000 in 2006 to 80 in 2009.
- Open Court is being adopted and implemented with fidelity, resulting in positive student achievement gains.

This year, the school has seen the beginnings of accelerated student achievement as many students moved up a proficiency band. 60% of students are now performing at basic levels of proficiency. Despite these improvements, the school is still struggling to meet the needs of their students. The school saw a 19 point decline in API scores from SY07-08 to SY08-09. This indicates that the initiatives implemented are not enough to accelerate student achievement.

The Partnership:

In 2009, Superintendent Ramon Cortines identified Griffith Joyner as a Focus School and placed the school into the district's Public School Choice Initiative (PSCI) for possible outside management. The PSCI was designed to tap into the wealth of

innovative ideas and educational models currently operating in Los Angeles. It allowed significantly under-performing schools, like Griffith-Joyner, to be bid out to reform organizations and school management organizations for turnaround reform. Through this process, the Partnership was selected to manage Griffith Joyner Elementary School. The Partnership will have official oversight of the school on July 1, 2010 and will begin its restart efforts.

Started by Los Angeles Mayor Antonio Villaraigosa, the Partnership for LA Schools is a nonprofit organization that contracts with LAUSD to turnaround some of the lowest performing schools in two of the city's neighborhoods of greatest poverty and violence. The organization assumed management and control of 10 chronically low performing LAUSD schools in July of 2008 and added 5 schools in the subsequent year. The Partnership is now the largest school turnaround organization operating in the city of Los Angeles. The 15 schools enroll approximately 19,500 students and employ 1,500 school-based certificated and classified staff.

To turnaround underperforming schools and improve their academic performance, the Partnership implements a comprehensive restart model that addresses key instructional, cultural and policy issues that have plagued LAUSD schools for years. The model is focused on fundamental changes rather than incremental improvements. The Partnership is committed to working with existing school staff and providing them with the necessary supports to improve their practice. The comprehensive restart model focuses the school's improvement efforts in 6 core areas: school culture, leadership, instruction, student interventions and acceleration, family and community engagement and school operations. The following key initiatives will be implemented at Griffith Joyner:

To begin repairing the adult-adult and adult-student relationships, we will implement the Capturing Kids Hearts (CKH) program. With this program, we will set expectations and train teachers and staff on how to build and maintain effective relationships with students and each other. CKH is an intensive three-day professional development for teachers, administrators and support staff.

Creating the conditions necessary for students to succeed requires a dramatic change in the way that administrators, teachers and school governance groups define and practice leadership. Key strategies include developing Griffith Joyner administrators as strong instructional leaders who will spend a minimum of three hours a day in classrooms, focusing on improving instruction; extending school site leadership to teachers and giving them real input into the instructional program, which includes specialized training for Coaches, Coordinators, and grade team Leaders; and refocusing the school's culture on high expectations for all students, especially through offering academically rigorous courses and engaging instruction in all classrooms.

Professional Development plans will be determined based on the instructional focus of the school. Grade level teams are currently analyzing successes and challenges of the instructional program. This information will be used with the Instructional Leadership

Team to determine a core focus for the 2010-2011 school year. Joyner staff will participate in two professional development meetings per month, the content of which will be finalized by the Joyner principal and Partnership Staff

We will increase the amount of focused professional development and planning in team-based structures. Grade level meetings will also include Collaborative Planning Time; Grade Level Teams and Small Learning Community Houses will have quarterly meetings to review data and evaluate effectiveness of interventions; Grade Level Teams and Small Learning Community Houses will have weekly opportunities to collaborate to determine effectiveness of daily lessons; and Grade Level Teams and Small Learning Community Houses will have monthly opportunities to participate in data analysis and action planning sessions

Regular data analysis sessions and action planning will occur as a whole staff, at grade levels, and by individual teachers. These sessions will be led by administrators, coaches, coordinators, or grade level chairs:

- Summer Planning: Finalize assessment plan to ensure baseline, diagnostic, formative, and summative assessment pieces are clear to all teaching staff
- Beginning of the Year: Review diagnostic, baseline, and summative assessment data (CST, Open Court, and Envision Math)
- Ongoing at Grade Level Meetings and Collaboration Opportunities: Review formative and summative assessment data (Open Court, Math quarterly assessments, class assessments, analysis of student work)
- Closing of the Year: Review summative assessment data (Open Court, Math quarterly assessments, writing assessments, analysis of student work)

Instructional Rounds: Instructional Rounds is the main mechanism Partnership schools utilize to guide and coordinate a coherent instructional program for students. Through this process, educators develop a shared practice of observing, discussing, and analyzing learning and teaching. The focused observations, the analysis of data, collaborative dialogue and decisions lead to the continued development of common goals to accelerate student achievement. Principals, teachers, and Partnership staff will participate in the process.

Summer Planning Time: The Partnership collaborated with UCLA to launch 2-week Summer Institutes to improve instruction and build leadership capacity. We expect that Griffith Joyner's teachers will participate in the 2010 Summer Conference.

The Partnership believes that quality schools provide students with customized intervention and enrichment programs that accelerate the rate of student academic achievement. The Partnership will support Griffith Joyner by developing a targeted intervention program that includes afterschool and within the day intervention support for students scoring Basic and Below in English Language Arts and Mathematics, restructuring the master schedule, and expanding enrichment opportunities for students (afterschool programs, technology, field trips, mentoring, among others).

English Language Arts Program: The goal is to move toward a blended approach with an emphasis on small group instruction, guided reading, and an increase of classroom libraries. The school will use assessments to determine students' reading levels and provide multiple opportunities for students to read authentic literature, and it will support ELL by implementing targeted strategies to develop students' oral language and vocabulary.

Extended Learning and During School Day Intervention Program: To target students who score at the Far Below and Below Basic proficiency levels in English Language Arts and mathematics, Griffith Joyner will be offering extended learning opportunities before and/or after school. We have found that after school intervention is not enough. Griffith Joyner will need to have instructional experts push in to support students during the school day to implement a push-in model with teacher assistants to work with small groups to ensure acceleration of performance.

Engaging families and communities is a largely untapped but vital strategy in boosting student achievement. To improve upon Griffith Joyner's family and community engagement efforts, the Partnership will work with our school to build the leadership capacity of parent leaders on campus, implement family education programs that support student learning, and engage our community-based organizations in increasing student achievement.

As a Network Partner, the Partnership has secured flexibilities from LAUSD to enable more local control for the schools we serve. In conjunction with the District, the Partnership has also developed a per-pupil funding model that provides flexibility in school site budgeting. As a result, Partnership schools have increased decision-making authority in exchange for increased accountability. We know that there are tremendous "non-instructional" demands that can dilute the instructional focus at a school. To help remedy this situation, the Partnership will provide additional support to Griffith Joyner in key operational areas such as performance management, facilities, technology, budget and finance, employee management, compliance and school governance.

Potential for Successful Implementation of the Restart Model

After a careful needs and capacity analysis, the District believes that Griffith Joyner has great potential for long-term success. The Partnership's restart model offers a strong chance for acceleration of student achievement, based on its successful implementation in other low performing LAUSD elementary schools.

The new relationship with the Partnership will provide the technical support, professional development, and day to day hands on management guidance that will support the administration at Griffith Joyner.

Along with Title I, II and III funds, this SIG will fund many of the supports necessary to enable the school to effectively implement this restart reform effort. We believe that the additional funding provided by the SIG grant can help strengthen the foundation started by the earlier reform initiatives, as well as significantly help support the instructional

core of the school and provide opportunities for extended learning opportunities and direct supports for students that otherwise could not be provided.

CARVER MIDDLE SCHOOL

Carver Middle School's (CMS) current student enrollment is 1,807 students. To relieve overcrowding the school operates on a three-track year-round calendar. Although the CMS instructional minutes equals 61,087 on each track, students are expected to absorb the same amount of material over 17 fewer days of instruction. This means that students with low overall basic skills must learn and retain the same amount of academic information in a smaller window. Absences have a greater impact as well, because a student, who misses a day at Carver, misses a greater amount of academic material in all core areas, compared to a student on a traditional calendar. The school is located in the South Central Los Angeles neighborhood. 99% of students receive free or reduced lunches and the demographic profile is 93% Latino and approximately 7% African American and others. 45% of the students are English Learners.

CMS is one of the lowest performing schools in all of Los Angeles and the state of California; it is ranked in the bottom 1% of all schools in the district with a 2004-05 Growth API = 548 and 2008-09 Growth API = 541. For 2009 13% of students tested Proficient and Advanced in English Language Arts and only 11% in Mathematics. This is a decrease of over 3% in both areas. The number of students scoring in Advance and Proficient on CST assessments has been flat for the past three years. Other relevant data for the school includes YTD attendance rate of 94.4%, and a student suspension rate for 2009 of 13%, which is an increase of 5% over the previous year.
CMS has been in Program Improvement since 1998, and in the last 3 years, it has not made significant progress to support the achievement of all their students. LAUSD identified CMS as a High Priority School in 2007, and as a result, the school was required to develop and implement a strategic plan to specifically target reform efforts in the following areas:

Supporting the Core Instructional Model: Support ELA, Math, Social Studies, Science and ELD by implementing the California Standards-based, research-supported Core Curriculum, implementing annual student, parent, teacher conferences for grades 7-12, increasing the educational alternative options for students scoring at FBB, BB and Basic, and providing teachers with training and support in the use of data as a means to improve instructional practice and differentiate instruction.

School Leadership: School leaders were expected to model instructional leadership that exemplified highest expectations for all members of the school community. Administrators were also responsible for distributing leadership responsibility and accountability across all members of the school community including staff, teachers, students, and parents

Parent and Community Engagement: Staff was expected to improve communication between schools and families. Title 1 and Bilingual Coordinators were responsible for enabling parents to provide effective support to their children in the learning process; assist parents in helping their children successfully navigate the educational system. Finally, staff was provided with training on effective parent engagement.

Physical and Emotional Safety: Staff were expected to implement school-wide positive behavior support; implement behavioral support strategies and alternatives to reduce suspensions for at-risk learners; implement Dropout Prevention and Recovery strategies; and implement effective transitions from elementary to middle school.

Organization and Support Structures: Staff implemented Personal Learning Environments (PLEs). Administrators were supposed to ensure all positions are filled with highly qualified and effective personnel on a timely basis, avoiding vacancies if possible. They were also supposed to ensure stability (retention) of high performing teachers, administrators, and staff. An average of 40 hours of professional development for 1/3 of teachers and paraprofessionals was to be provided in each of the first three years. And finally, reduce class size to provide personalized instruction and timely feedback on student learning and assessments for our diverse student population

Monitoring: School staff was also required to track and analyze a variety of student achievement indicators, including Summative data (CST, CELDT, grade analysis), formative data (Secondary Periodic Assessments, teacher-developed common assessments, structured analysis of student work), maintain records of observations of classroom instruction and tie them to departmental foci and agreed upon research-based instructional strategies.

In the 2008-2009 school year, the first year of implementing the strategic plan, Carver's API score increased by 24 points, CST ELA scores went from 13.6% to 16.6% proficient or advanced, and CST Math scores went from 9.7% to 15.7% proficient or advanced. However; the following year, 2009-2010, the API score decreased by 29 points. This decline can be attributed to lack of monitoring and support of the strategic plan and teacher turnover. Over the past 5 years, the percentage of students scoring proficient and advanced in English Language Arts has increased by 3.1%, which is less than 1% per year and the most recent year of testing the proficiency rate decreased. The percentage of students scoring proficient or advanced in Math has increased by 1.8% over the same 5 years.

A major barrier of building and sustaining a systematic approach to reform at the school is the year-round schedule that does not allow for continuity for students and staff. Not only does a year-round schedule make it difficult to develop collaborative relationships amongst all stakeholders at the site, but also does not allow time for the school to make repairs and keep the school clean for students. With new school construction being completed in the surrounding area, in 2011 CMS will switch to a traditional calendar.

The school is also surrounded by neighborhoods that are plagued with high levels of gang activity. Many of the students we serve are foster children, and the student population has a very high transiency rate (25%) resulting in the inability to support the enormous social and psychological needs of all the students. A focus on providing social services and linking our families to other available services is key to our success.

Another area of concern is the retention of quality teachers and administrators at the school site. The school has had five different principals in the past 10 years and loses an average of 20-30 teachers each year. Carver has 79 fully credentialed teachers (95%); 2 Interns; and 2 teachers working on provisional credentials. 54 of 83 teachers have 10 or more years experience; the other 29 have an average of five or less years of experience. The teacher retention rate from 2006 – 2009 is only 63% (Data provided by LAUSD Human Resources). The staff attendance rate is low at only 91.2%.

The Partnership

In 2009, Superintendent Ramon Cortines identified CMS as a Focus School and placed the school into the district's Public School Choice Initiative (PSCI) for possible outside management. The PSCI was designed to tap into the wealth of innovative ideas and educational models currently operating in Los Angeles. It allowed significantly under-performing schools, like Carver, to be bid out to reform organizations and school management organizations for turnaround reform. The official partnership will begin July 2, 1010, however the Partnership has already begun the planning process for the 2010-2011 academic year and had the opportunity to work with CMS leadership to review their 2010-2011 school plan and strategize ways to support the implementation of their reform school plan.

Started by Los Angeles Mayor Antonio Villaraigosa, the Partnership is a nonprofit organization that contracts with LAUSD to turnaround some of the lowest performing schools in two of the city's neighborhoods of greatest poverty and violence. The Partnership assumed management and control of 10 chronically low performing LAUSD schools in July of 2008 and added 5 schools in the subsequent year. Their 15 schools enroll approximately 19,500 students and employ 1,500 school-based certificated and classified staff (this data includes Carver Middle School).

The Partnership model focuses the school's improvement efforts in 6 core areas: school culture, leadership, quality instruction, student interventions and acceleration, family and community engagement and school operations. The Partnership is working with Mayor Villaraigosa and LAUSD to marshal and deploy crucial resources provided by the City of Los Angeles, private-sector companies, philanthropic entities, non-profit organizations and governmental agencies. The following key initiatives will be implemented at Carver Middle School:

Capturing Kids Hearts: To begin repairing the adult-adult and adult-student relationships, we will implement the Capturing Kids Hearts (CKH) program. With this program, we set expectations and train teachers and staff on how to build and maintain

effective relationships with students and each other. CKH is an intensive three-day professional development for teachers, administrators and support staff.

The new principal, Luz Cotto (July, 2009) brings a wealth of experience in leadership (since 1994) to CMS. She has a broad background in working with English Learners as a Specialist and has worked as an administrator in the local district office training and supporting principals who face challenges similar to those at CMS. She is respected by the staff for her firm leadership style and dedication to supporting her staff to ensure their success. She will have access to executive coaching and monthly leadership conferences offered to all other Partnership schools.

Transparent Rigorous, and Equitable Evaluation Systems for Teachers and Principals: We will develop new or adapt existing research-based observation rubrics and corresponding protocols to replace the current approach for evaluating teachers, and our current evaluation form and process for school leaders. One key piece of the new protocols will include observation and review by expert peers or 'Teacher Leaders,' in addition to administrator observations so that teachers will have multiple observations of professional practice. Further, the rubrics we will Prototype will involve collecting evidence of professional practice reflective of student achievement and increased high school graduation rates (e.g., lesson plans, sample student work). We will also develop and incorporate measures of each individual educator's contributions to student learning (with a focus on increasing student achievement, including approaches that use open-ended student assessments).
Extended Day: We will increase the instructional day by 24 minutes in order to ensure that all students have additional time daily for learning. This extended time will provide students more opportunities to clarify their learning and provide teachers a little more time to check for understanding. The year round school calendar has 163 days minus 7 Furlough days resulting in 156 days of instruction.

Focus on Quality Instruction: We will increase the amount of targeted professional development and planning in team-based structures. We will provide focused support so that the staff can work collaboratively in order to identify essential standards, create common lessons, develop common culminating tasks, and design common formative assessments. Carver's administrators and Instructional team leaders (lead teachers, dept. chairs, coordinators and coaches) will have opportunities to participate in "instructional rounds" to practice classroom observation and analyze teaching and learning.

Expert Coaching Support: Content coaches will be contracted through UCLA Center X, while additional site-based coaches are district employees. The UCLA coaches are highly qualified candidates selected based on their skills to mediate and support the thinking of teachers so they develop the ability to own their professional growth instead of having it directed to them by a scripted program or textbook.

Informal and Formal Classroom Visits:

- Daily Classroom Visits: 3 hours a day, at least 15 minutes in each classroom

- School Landscaping: 3 times year for all teachers using the PLAS Rubric for Quality Classroom Instruction
- Instructional Rounds: Monthly, based on assessing implementation of school-site professional learning goals

Instructional Rounds: Learning in Network Teams:
Through this process, educators develop a shared practice of observing, discussing, and analyzing learning and teaching. The focused observations, the analysis of data, collaborative dialogue and decisions lead to the continued development of common goals to accelerate student achievement. Every Partnership school is expected to conduct four to six instructional rounds per year and also plan to include parents on the network teams to observe classroom instruction.

The Partnership will support Carver MS in this work by developing a targeted intervention program that includes afterschool and within the day intervention support for students scoring Basic and Below in English Language Arts and Mathematics, restructuring the master schedule to ensure Algebra 1 for all 8th Graders, and expanding enrichment opportunities for students (AVID, afterschool programs, technology, field trips, mentoring, among others).
Carver will develop a Family Action Team (FAT) that is comprised of administrators, teachers, parents, and community partners. The FAT team is a collaborative group that designs and executes the parent engagement strategy to achieve two goals: 1) create opportunities to inform and educate parents on how to support their child's academic growth, and 2) develop parents' abilities to meaningfully engage in the governance and business of running the school.

Potential for Successful Implementation of the Restart
After a careful needs and capacity analysis, the District believes that CMS has great potential for both immediate and long-term success. Going to a traditional calendar will certainly benefit the instructional program and create a more cohesive staff and continuity in program delivery. The CMS 2010-2011 reform plan which includes establishing systems and structures for working collaboratively, such as, implementing grade-level houses and Personalized Learning Environments; and the Partnership's transformation model offer a strong chance for acceleration of student achievement.

The Partnership of Los Angeles Schools along with the Carver Middle School teachers, staff and community will work together to carry out the school's mission which is to provide a safe, supportive, engaging, and challenging learning environment that supports and prepares all students for academic, social and personal success.

Thomas Jefferson High School

TJHS is situated in South (formerly "South Central") Los Angeles, a stone's throw away from Los Angeles' famous business district, and parallel to the Harbor Freeway, a main city artery. The October norm-day enrollment was 1980 students.

Poverty, immigration, low levels of parent education, and teen pregnancy pose significant learning challenges for TJHS students and the school's instructional and support staff capabilities. The recent economic downturns have resulted in more homelessness, loss of jobs, increased aggravated theft, and a general feeling of despair. Despite challenging times, TJHS proudly continues being a safe haven amidst a prevalence of crime.

Nine percent of the student body is African American. There are some African American families with strong generational ties to the community. Latinos constitute ninety percent of the population. Approximately 49% of them are classified as English Language Learners. Some families are recent arrivals, while others are first and second generation Americans. Many family members speak little or no English. We have a very high transiency rate and a daily attendance rate of 89.6%.

One important indicator highlighting the area's socio-economic status is that 81% of students qualify for free or reduced lunches. The percentage of participating students has remained remarkably consistent. Moreover, TJHS has qualified as a Title I school since the program's inception. We are participating in the Safe Schools Collaborative with city, county, and federal agencies to promote tolerance and safe passage for our students. There are 65 highly active gangs in the vicinity exacerbating violent crime. The LA City Attorney's Office reported the existence of 450 convicted felons living within a one-mile radius of the school. The community surrounding the school repeatedly experiences outbreaks of violence, shootings, sale of narcotics, increased curfew violations, and truancy violations.

Our English Language Learners (predominantly Latino) and our Standard English Learners (predominantly African American) continue scoring Far Below Basic, some Below Basic and Basic, with very few of them in Proficient or Advanced in English Language Arts. The data shows the same trend in mathematics. However, the number of all students scoring in Proficient and Advanced has increased from 7 to 13% since 2006. Therefore, the percent of Latino and African Americans not meeting state standards in ELA has decreased from 93% to 87%. The scores in mathematics continue to be bleak with 98% of the students not meeting state standards. Per district guidelines, we have 63,564 Instructional minutes, and all students have complete instructional materials for their classes. Our graduation rate is only 48.6%, and our 4-year dropout rate is 47.3%. Our 10th grade CAHSEE pass rate is 44.4%.

The school's major focus continues being English Language Arts and mathematics. ELLs and Standard English Language Learners are underperforming on the CST exams and CAHSEE. ESL students at the beginning level of the continuum are achieving relatively well. This past school year, the number of students meeting reclassification requirements has sky-rocketed to 80 students. The school anticipates a significant rise in the reclassification rate for the next academic year. Curriculum and Instruction follow the LAUSD prescribed guidelines for standards-based instruction, and the district pacing guides are used in applicable classes.

Jefferson has 88 teachers of whom 82 are fully credentialed; six are Interns. The average teacher experience level is eight years; however we have 27 teachers with less than five years of experience. Our teacher retention rate is only 73% (from 2006-09) which causes a constant disruption in team building and consistent lesson design. We have three National Board Certified Teachers. Our staff attendance rate is 92.1%.

Thomas Jefferson High School was transformed into four small learning communities (SLCs) at the beginning of the 2006 school year. Every SLC has approximately 450 students and 25 teachers. The SLC's are: Teacher Prep Academy, Creative Arts and Expression, Academy of Business and Communication, and Global Outlook through Active Leadership. The Early College Program on the Los Angeles Trade Technical College has an enrollment of 140 students.

The SLC decentralization plans are in full effect. Every SLC has a satellite office in the heart of their community staffed with an administrator, counselor, clerk, parent representative, and lead teacher. The faculty and staff are continuing the commitment to fully implementing the Characteristics and Attributes of Small Learning Communities. Every SLC meets regularly to discuss clear expectations, graduation requirements, intervention opportunities, and instructional strategies to be used with their students.

The Saturday School program, known as the "Saturday Academy", and after-school classes have had an enrollment of over 250 students. The students are receiving instructional support and strategies to help them succeed on the California High School Exit Examination.

Thomas Jefferson High School continues receiving support from Central and Local District 5 in mathematics, English, and English Language Development. Local District 5 and the Los Angeles County Office of Education continue monitoring and providing the school with technical assistance and support via the Quality Education Investment Act (QEIA). The desired outcome is a higher retention rate, increased passage rates on the California High School Exit Exam, more students performing at the proficient and advanced levels on STAR testing and less in the Far Below Basic categories in math and English, increased attendance, and a significant decrease in suspensions and expulsions.

<u>Improvements at Jefferson High:</u>

- Over the last three years our dropout rate has been reduced from 58% to 46%
- API score increased 59 points in one year, with a 3-year average of 25
- Our configuration changed from a year-round school to a traditional calendar creating more connections among the staff and students
- Four new smaller learning communities were created to personalize education
- 44 teachers have arrived in the last four years, balanced by an equal number who have been here far longer

- A Public School Choice Plan was approved by the Board to support our reform
- Newer teachers are working with students in innovative ways using interactive notebooks, projects and exploratory activities

Challenges:

- Many veteran teachers continue old methodologies of instruction
- Many teachers do not want to support personalization and have closer contact with students
- Many teachers were "must places" who do not support our reform models. and refuse to collaborate with others
- Maintaining the autonomy of each SLC
- Providing more interventions for struggling students
- Training teachers in better use of data to guide their instruction and assessment of students

Potential for Success:

Jefferson has definitely shown signs of improvement. A new principal is directing the implementation of the smaller learning communities and this approach seems to meet many of the needs of their students. The plan they have devised for school transformation is realistic and linked to their data. There is a strong likelihood for Jefferson to be successful in the immediate and long term future. SIG funds would provide more resources for interventions, professional development and social services for their students.

Markham Middle School

Markham Middle School serves students in grades 6-8. It is located in the Watts community of South Los Angeles. Student enrollment is 1,263, and the ethnic breakdown is 72% Latino and 27% African American. 33% of Markham students are identified as English Language Learners. 82% of the students are economically disadvantaged, qualifying for Free/reduced priced lunches. This figure does not accurately reflect that the neighborhood surrounding Markham is one of the poorest in the City of Los Angeles. Many students reside in one of the three surrounding housing projects: Imperial Courts, Nickerson Gardens and Jordan Downs. Markham has an over representation of students in foster care, special education, single parent households, and families receiving AFDC. The neighborhood is also plagued by greater than average crime, specifically related to the presence of gangs in the area.

Markham is an extremely challenging school to staff. On a daily basis, teachers are confronted with very real challenges that students face at home and in their community. Issues related to safety, housing, nutrition, medical care, and transportation. In addition to the instability that students face at home and in the community, school supports and leadership have declined repeatedly in the last decade. There have been more than eight principals in a dozen years, with an even greater turnover in other administrative staff such as assistant principals and school coordinators.

Markham has 50 teachers of whom 40 have full credentials, eight are Interns and two are using provisional credentials. 50% of the staff has less than five years of teaching experience. From 2006 – 09 the teacher retention rate was only 32%. This situation was made even worse during the 2008-09 school year when the state budget crisis hit the school and resulted in more than 60% of teachers receiving layoff notices. Markham Instructional Minutes = 61,150.

Markham has consistently been identified as one of the lowest performing schools in the district and state, with a State API Rank of 1 and a Similar Schools API Rank of 1. Since the inception of the API ranking program in 1999, Markham has never scored above an API 1. The school has been in NCLB Program Improvement since the 1997-1998 school year (Year 11). In 1997, 16% of students were proficient in Math and 12% in English. In 2009, those numbers were 7.4% proficient for Math and 11.3% for English. The school has participated in more than 11 years of continuous, often overlapping reforms and the expenditure of over $3 million dollars in extra funds, and the creation of various school improvement plans all managed by LAUSD. The school participated in Comprehensive School Reform Demonstration (CSRD) in 1997, California's Immediate Intervention / Under Performing Schools (IIUSP) in 1999, High Priority School Program (HPSGP) in 2005, and the Quality Education Investment Act (QEIA) in 2006. The campus lacked a sense of shared values and beliefs around student academic and behavioral expectations as evidenced by great variance in classroom environments, campus and classroom cleanliness, instructional planning and delivery, and student academic and behavioral expectations. Prior to the Partnership working with the school, students routinely roamed campus during instruction, teachers were frequently late to class and absent, in fact, teacher attendance for the 2007-2008 school year was 91.7%. Classroom instructional materials and technology were not available in most classrooms. At this time all students have required instructional materials. The average daily student attendance rate is 91.3%.

The Partnership:

Started by Los Angeles Mayor Antonio Villaraigosa, the Partnership is a nonprofit organization that contracts with LAUSD to turnaround some of the lowest performing schools in two of the city's neighborhoods of greatest poverty and violence. This organization assumed management and control of 10 chronically low performing LAUSD schools in July of 2008 and added 5 schools in the subsequent year. The Partnership is now the largest school turnaround organization operating in the city of

Los Angeles. Its 15 schools enroll approximately 19,500 students and employ 1,500 school-based certificated and classified staff.

On July 1, 2008, the Partnership for Los Angeles Schools (Partnership) took control of Markham Middle School. The Partnership organized extensive outreach efforts and held multiple community meetings in which the Mayor communicated directly with parents and the community to better understand their needs. As a result, the Partnership was able to gain a broad level of strong support from all key stakeholders, as over 96% of all parents and 65% of all teachers voted in favor of becoming an iDesign Network Partner school managed by the Partnership. The Partnership has been working with Markham to implement a comprehensive restart model that addresses key instructional, cultural and policy issues that have plagued LAUSD schools for years.

The model focuses the school's improvement efforts in 6 core areas: school culture, leadership, quality instruction, student interventions and acceleration, family and community engagement and school operations. The Partnership is working with Mayor Villaraigosa and LAUSD to marshal and deploy crucial resources provided by the City of Los Angeles, private-sector companies, philanthropic entities, non-profit organizations and governmental agencies. Key factors that optimally position the Partnership to transform Markham Middle School and accelerate student achievement at scale are:

- Flexibility and autonomy from LAUSD's policies and procedures related to staffing, budget, curriculum, teacher PD, governance and interventions that allow for decision-making and solutions based on the specific needs of the school to accelerate student achievement.
- Working with existing students within school attendance boundaries and existing staff within labor agreements, bringing best practices, new resources and advocacy to schools.
- Utilization of a new management structure in which Principals report to the Partnership rather than to LAUSD. Hiring outstanding site leaders and holding them accountable for student performance is the fastest, most direct path to transforming under performing schools.
- As a capacity-building organization, the Partnership develops leaders from every stakeholder group (administrators, teachers, parents and community members) to focus on improving instruction and student achievement.

The following key initiatives have been implemented at Markham Middle School:

Capturing Kids Hearts: To begin repairing the adult-adult and adult-student relationships, we implemented the Capturing Kids Hearts (CKH) program. With this program, we set expectations and trained teachers and staff on how to build and maintain effective relationships with students and each other. CKH is an intensive three-day professional development for teachers, administrators and support staff.
Student Ambassador Program: Dozens of 7th and 8th grade students participated in a three-day program hosted by the Transition Institute focused on concepts such as

teamwork, trust, and conflict resolution. The success of the program resulted in the creation of a student leadership group called the Markham Ambassadors.

Principal Recruitment: In 2008, the Partnership hired a new principal, Tim Sullivan, to manage the implementation of the restart model.

Executive Coaching: The Partnership's Assistant Superintendent of Instruction provides on-going, coherent coaching for the entire administrative team at the school site. Site administrators have dedicated support and expertise provided by our senior leadership staff, often in the moment they are confronted with issues at their site.

Leadership Conferences: School leadership teams receive formalized, classroom training via monthly off-site leadership development conferences. Leadership conferences focus on equipping our school administrators with the necessary skills to be exemplary instructional leaders at their school site.

Summer Planning Time: The Partnership partnered with UCLA to launch the 2-week Summer Institutes to improve on instruction and build leadership capacity. Over 20 members of the Markham team participated. By the end of the 8-days, Markham had a fully developed professional development plan that was agreed upon by the instructional leaders of their school before the start of the 2009-2010 academic year.

Markham Continues Focus on Quality Instruction: Before the Partnership, only 6 out of 16 hours a month was spent on professional learning. Today 16 out of 16 hours a month is allocated to developing teacher practice.

Expert Coaching Support: The Partnership works with UCLA Center X to support the coaching model at its schools. At Markham, one literacy coach is contracted through UCLA, while additional site-based coaches are district employees.

Instructional Rounds: Instructional Rounds is the main mechanism Partnership schools utilize to guide and coordinate a coherent instructional program for students. Through this process, educators develop a shared practice of observing, discussing, and analyzing learning and teaching. The focused observations, the analysis of data, collaborative dialogue and decisions lead to the continued development of common goals to accelerate student achievement.

The Partnership offers targeted monthly intervention training for Markham teachers that teach ELA and Math Intervention courses. This training has helped Markham develop its before and after school support and Saturday school for its lowest performing students. Markham has implemented several acceleration opportunities for students including AVID, APEX web-based course offerings, greater access to Algebra 1 for 8th graders, improved access to technology and summer bridging opportunities.

Family Action Teams: Markham developed a Family Action Team (FAT) that is comprised of administrators, teachers, parents, and community partners. The FAT team

is a collaborative group that designs and executes the parent engagement strategy to achieve two goals: 1) create opportunities to inform and educate parents on how to support their child's academic growth, and 2) develop parents' abilities to meaningfully engage in the governance and business of running the school.

FACE School Grants: The Partnership provided grants to our school's FAT teams to support their engagement efforts. Each school wrote a plan that addresses their specific needs, and they are eligible for up to $5,000 from the Partnership to help implement the plan.

Family Leadership Institute: The Leadership Institute is a 7-month seminar designed to train parent leaders on how to support student learning in the classroom and help parents and guardians understand their roles and responsibilities as members and leaders of school communities. We are building the capacity of parents so they can help organize other parents. Through our Family of Schools structure, we are able to cultivate parent leaders over time that grow and follow their children.

School Safety: Markham instituted a student uniform policy and purchased uniforms for all students. Additional Campus Aides were hired and were provided with an additional 25 hours of professional development provided by a School Safety Expert. Markham redesigned student entrance and dismissal procedures to ensure safe and orderly entrance and exit by students and their parents and guardians. The school also redesigned the lunch schedule to ensure that all students have the opportunity to eat and order is maintained by an adequate number of staff.

These interventions and supports resulted in student achievement gains. 2008-09 CST Performance Highlights include 3.1% increase in the number of sixth grade students scoring proficient and above in Math; 2.9% increase in the number of students scoring proficient and above in History/Social Science; and 5.5% decrease in the number of students scoring below basic and far below basic in Algebra I. 2008-09 English Learner Performance Highlights include 7.2% increase in the number of English Learners increasing by at least one level on the California English Language Development Test (CELDT) and 8.1% increase in the number of students who scored Early Advanced and Advanced on the CELDT.

Periodic Assessment results in the core content areas of English language Arts, mathematics and history-social science indicates that the supports we have put in place for teachers are leading to improved classroom practices and increased student engagement, and as a result we are seeing strong gains in student achievement. Markham's 2008-09 CST English language arts proficiency rate was 11.3%. The average proficiency rate across all three ELA periodic assessments for 2009-10 is 16.7%. 2008-09 CST mathematics proficiency rate was 7.4%. 2009-10 mathematics benchmark assessments show students with an average proficiency rate of 12.7%. 2008-09 CST history-social science proficiency rate was 8.2%. 2009-10 history-social science benchmark assessment results show students at an average proficiency rate of

29.7%. As of April 2010, Markham's YTD attendance increased by 1.2% to 94.1%. As of April 2010, Markham's YTD Suspension rate decreased by 11.1% to 31.2%.

Potential for Success with the Restart Model

Although we have made progress at Markham, it is still facing challenges and has a long way to go. 2009 CST proficiency in Math and English are still below 12%. The school consistently has challenges related to adequately serving Special Education and English Language Learner students. One percent of ELL students were proficient in English and 1.4% in Math. The State budget cuts combined with the seniority staffing system outlined in the collective bargaining agreement resulted in Markham losing almost half of their teaching staff in 2009.

Along with our Title I, II, III and other QEIA funds, the SIG will fund many of the supports necessary to continue the school's transformation. The Partnership will deploy the additional resources to support professional development for teachers, which is critical because of the low level of experience. We are also planning to use the additional monies to offer interventions to a greater number of students and to specifically support our goals of increasing proficiency in core subject areas, and for experts to help the school better serve Special Education and ELL students. Funding will also enable school to implement other supports to help with students' social and emotional needs such as counseling and psychological services.

Maywood Academy High School

Maywood Academy High School is located in the City of Maywood. While small, the city is reported to be the most densely populated small city in the United States. The school, which has a 99% Latino population is representative of the surrounding community, and is comprised of low socio-economic income families primarily from Latin America. Few parents have college degrees but all have had some formal education, with a small percentage garnering high school diplomas. 100% of the students participate in the free/reduced lunch program.

Originally opened in 2005 with only a 9th grade class, Maywood Academy has subsequently added an additional grade level annually and now serves students in grades 9-12. Its first graduating class was in 2008. Built to relieve overcrowding of two nearby year round high schools, Maywood Academy now serves 1,330 students and accepts feeder middle school students from Gage and Nimitz Middle Schools, and the Ellen Ochoa Learning Center. Admission is based on an application process, previously on a first come - first serve basis and as of this year, on a lottery system. Typically, the school receives between six and eight hundred applications for 375 spots open to 9th graders only. When vacancies occur at other grade levels, consideration is given to siblings of current students who have applied to the school.

Spanish is the primary home language of the majority of students; however, most students are Fluent English Proficient. Maywood hosts a small English Learner program of 300 students. Maywood serves special education students with 37 Special Day Class and 75-78 in Resource Specialist Program. There are 168 gifted students.

For 2008-09 30% of the students were Proficient and Above in English/Language Arts (a gain of 5% over 2007-08); and 8% of the students were Proficient and Above in Mathematics. All of the students have the required instructional materials in every subject. The Instructional minutes at Maywood = 63,571, as required by the District. Teacher attendance is 93.9% and student attendance is at 94.3%.

In September, 2009, Maywood was named one of the District's thirteen Focus Schools that was eligible for take-over by an outside charter operator or other organization. The staff worked feverishly, hosting eight formal meetings for stakeholders through January to create a Public School Choice plan that would allow Maywood to maintain control over the school. A charter operator also submitted a plan to gain control over the school, however the Board approved the Maywood plan.

Changes that were suggested in the plan included eliminating the 4x4 quarter system. After four years of attempting to implement this system the staff felt that it was too fast paced for the students and for many of the inexperienced teachers.

The PSC plan has allowed Maywood to become a traditional six period day school. Maywood has also been approved to alter the school year schedule with students beginning in August and ending the first week of June. This was recommended because it allows our students to be better prepared for the CST as they receive the majority of their instruction prior to testing.

With SIG funding, intervention efforts, including Response to Intervention 2 (LAUSD's initiative) will be provided during the school day via extended learning time and will continue to take place after school. Saturday tutoring will become available in the Core content areas.

Maywood is following a traditional calendar and a new Expanded School Based Management model for governance, led by the School Leadership Council which is supported by 15 stakeholder representatives including certificated and classified staff, students, parents, and members of the community in addition to the School Site Council, Title 1 and Bilingual Advisory Councils. The effort is to insure distributive leadership so that all stakeholders take ownership of the Public School Choice plan and the school's efforts to improve and best serve students and parents. Formally, an SDM school, all stakeholders (students, parents, staff and administrators) will have more of a voice in making decisions about finances (greater control) hiring of all staff (with no must place assignments), curriculum, bell schedules, professional development and all other areas currently covered in the former Shared Decision Making Governance model (i.e. activities and equipment use).

While Maywood was inherently approved to have four smaller Learning (Information Technology, Visual and Performing Arts, Architecture and Design and TV/Radio and Film), the school made its first earnest effort to support SLC's in 2007 and 2008 when it had SLC Lead Teachers. The Lead Teachers however, tired of working without pay and without a conference period, and thus, the SLC effort and expected outcomes at Maywood began to lag. This year, the district provided full support for SLC Lead Teachers and they once again took on the leadership role in making the four SLC's come alive. Under our new Public School Choice plan, the school has been permitted to transition the four SLC's into three new SLC's (i.e. Business/Technology, Liberal Arts and the Sciences. New efforts are being made for the purpose of ensuring that students know their SLC's, and that teachers have the opportunity to work toward cohesion and specifically for the purpose of working toward improved and instructional partnerships student outcomes.

Within our new PSC plan the design for Professional Development revolves around the following areas:

- SDAIE Strategies
- Interactive Direct Instruction
- Classroom Management
- Cooperative Learning
- Writing Meaningful Instructional Objectives
- Use of Thinking Maps

There will be a special emphasis on supporting Special Education/English Learner/ and Gifted Students, and the use of frequent assessments (data) and the creation of Personalized Learning Communities. Our teachers indicate their Professional Development needs by way of the Shared Decision Making Professional Development Sub-committee and via outreach efforts made through the WASC accreditation process. Professional Learning Communities are inherent in the training and thinking of teachers first hired at Maywood in 2005. This effort, training and outcomes will be enhanced as the school restructures itself internally because teachers, departments and administrators enjoy working in partnership to achieve optimal outcomes. These partnerships are especially necessitated because of the smallness of the school (1330 students) and the small supporting budget allocations from both the federal government and the state.

Our PSC plan also states we will address accountability by way of formative and summative assessment processes. Indicators of students' strengths and weaknesses in subject areas will drive the instructional program and trigger professional development choices and timing. Instructional pacing will be determined by student outcomes. But State frameworks will be utilized with regard to what must be learned by the students.

Our plan calls for Parent Leaders to be trained so as to serve as liaisons for parents in the community. They will keep our parents informed about instructional issues, school needs and community support services.

At Maywood we have 52 full time teachers. 22 of these have ten or more years of experience. The majority of the others has 5 years or less experience and require a lot of professional development to deal with the challenges of our students. 50 of our teachers have full credentials; we have one intern and one teacher working on a provisional credential. Between 2006 and 2009 we retained only 69% of our original teachers. For a school that has only been open a few years, this faculty turnover rate has made it difficult to develop collaboration and consistency in planning.

Potential for Success:
Maywood has actually only been open as a full high school for three years. It has had many challenges (facilities were not ready for opening day of school; students had to be relocated, etc.) As a small school it is difficult to staff and provide a full high school curriculum. This year Dr. Gail Greer was appointed the new principal and she brings to the school a wealth of experience as a high school administrator (13 years), and over 30 years total experience in education. She has a young and enthusiastic faculty, who with support and guidance, can pull together and make Maywood a successful school. The school has formed many partnerships with agencies in the area to provide social services and extended learning (community college classes, ROP) for the students.

An indication of the school's understanding of what needs to be done, and a spirit to improve was both evident in their proposal to maintain school control (they were a Focus School offered for takeover). They defeated the proposal of a charter operator by offering a comprehensive school reform plan that focused on instructional improvement and professional development. The plan demonstrated a selection of research-based strategies, a focus on using data to drive instructional decision making and assessment and a very real sense of collaboration. There was tremendous participation on the part of teachers, parents and other staff in designing a plan to transform Maywood and we believe that with adequate District support and guidance, they will be successful. SIG funds will allow them to fund the types of interventions and professional development needed to move this school forward.

End of school profiles…….

ii. Selection of Intervention Models

SIG MODEL DETERMINATION TOOL

The Center on Innovation & Improvement designed a decision making tool for LEAs to aid in their school analysis and ultimate determination of which intervention model would be most appropriate for each school. Based on this example, LAUSD created its own tool to help it assess which intervention model would result in the most immediate and substantial improvement for all students attending each school. In addition to the quality review of the implementation proposals and budgets, the District gave consideration to each school's culture and desire for an opportunity to improve. In part, this was gauged by support demonstrated by the teachers, site leaders, staff, parents, UTLA Chapter Chairs, and community partners throughout the SIG application process.

CHARACTERISTIC WEIGHED	TURNAROUND	TRANSFORMATION	RESTART
All students experiencing low achievement	x		x
Select subgroups experiencing low achievement	x	x	x
Low graduation rates	x	x	x
Capable new school leadership	x	x	x
Evidence of some staff teaching capacity		x	x
Evidence of a negative school culture	x		x
History of chronic low achievement especially in core subjects	x		x
Evidence of some response to prior school wide reform efforts	x	x	
Support of External Partners through iDesign Program			x
Support of External Partners in feeder schools			x
Participation as a PSC School and development of an approved intervention plan		x	x
Evidence of parent and staff support for locally designed intervention plan		x	x
Willingness to negotiate and support waivers of collective bargaining agreements related to staff		x	x

Reform model options were given careful consideration, and the appropriateness was determined by the evaluation of the multi-tiered criteria described in the previous needs analysis section and input from the schools. The school narratives provided insight into the schools' challenges, current reform efforts, professional development plans, interventions, use of data, teacher effectiveness, and instructional planning. All of these elements were aligned to the requirements of each model to determine the best match for the current capacity of the school.

Rationale for Model Selection/Rejection:

Restart Model: Five schools were selected for the Restart model. The five schools are: Florence Griffith Joyner ES, Carver MS, Gompers MS, Markham MS, and Stevenson MS and are all historically under performing schools. The Restart model was chosen for these schools because they have previously participated in a comprehensive process to identify an established Education Management Organization to lead and support each school's improvement efforts. Three schools, Gompers MS, Markham MS, and Stevenson MS, are currently working with their respective EMOs. The two other Restart model schools, Carver MS, and Florence Griffith Joyner ES will work with their EMO through LAUSD's comprehensive Public Schools Choice Initiative in July 2010.

The original group of Restart schools has made progress towards school reform. The investment at these schools requires that we continue with our current reform efforts. In the case of the two other schools, Griffith Joyner ES and Carver MS, the District is committed to identifying the best supports for its persistently underperforming schools, as evidenced by the implementation of the Public School Choice Initiative. The District included the restart schools to design implementation plans which include the selected transformation strategies. This was done so that the nine school cohort would operate collaboratively, be evaluated on the basis of similar strategies, and be a prototype for future transformational school reform implementation.

Transformation Model: The four schools that will be implementing a transformational model worked with their teachers, parents, community members, district staff, and outside experts to design effective plans to improve their schools. A previous rigorous PSC plan development and review process made these schools fit naturally and readily into the transformational model. During May 2010 the Superintendent met with each of these schools to review their implementation plans and make sure they are on a clear track for success. SIG will add resources to support their transformations.

iii. Demonstration of Capacity to Implement Selected Intervention Models

By virtue of the intentional schools' needs analysis process and intervention model selections put forth in Sections I and II of this application, it is clear that LAUSD has made a serious commitment to improving these thirteen schools. The district's LEA budget and narrative reinforce that only a small portion of the funds is being used to support the district indirect and direct costs. Over 95% of the grant funds are going directly to the schools to invest in their reform models.

This cohort of schools will have intense support from many stakeholders including the Directors and other Local District staff members, our three external school Network Partners, parents and community partners, and other school site personnel who participated in the design of their Public School Choice local reform plans. An important component of the District's commitment and capacity to support the success of these schools is the establishment of the SIG ***Turnaround Support Center (TSC)*** that will oversee the implementation of the plans. The TSC will provide resources for teachers and leaders, along with overseeing the ongoing evaluation and monitoring of the grant. By effecting accountability, wed to converged support and continuous evaluation, the TSC will foster optimal results in these schools.

Dr. Sharon Robinson, who is currently the Special Assistant to the Superintendent, has been selected as the Project Manager for the SIG program (See resume, Appendix v). Dr. Robinson is highly regarded throughout the district as a supporter of equity and access for all children. Having been a school principal for many years, she has a keen sense of what it takes to transform low performing schools. She has participated on several LAUSD and national school reform committees and is known for her innovative accomplishments utilizing technology to support learning. In her previous role as a LAUSD local district superintendent, Dr. Robinson minimized waste, capitalized on resources and assets, and enabled her schools to make substantial progress in improving student achievement. Dr. Robinson's leadership style combines enthusiasm with diligence, sensitivity with drive, and dedication with boundless energy – all the qualities needed to accelerate the success of our SIG cohort of schools.

The TSC support staff will include the following personnel:

- A Director will support and monitor: the nine schools in addition to subsequent schools selected for the teacher effectiveness components that must be implemented, as well as serve as a liaison among all District partners and offices. The Director will be accountable for overall school performance, such as the evaluation of the school improvement grant, and reports directly to Dr. Sharon Robinson.
- A Principal Leader who serves as a coach to support the school principals
- A Teacher Lead who serves as an expert to ensure implementation and integration of literacy and numeracy in all core classes. In addition, the Teacher Lead will work closely with out-of-classroom support staff to evaluate student performance data
- A Clerical Administrative Aide
- A Data Administrative Analyst who is responsible for completing the required SIG track evaluation and monitoring data
- A Fiscal Specialist to oversee the schools' SIG budgetary expenditures.

Additional funds have been budgeted for Teacher Effectiveness Evaluation Development. The most important function of the support staff will be on the front lines, with the school teachers and school leaders, guiding their day to day plan implementation activities. Staff members will be selected based on their prior successful experience in coaching instruction and leadership support for school reform.

The TSC will collaborate with the Office of Curriculum, Instruction and School Support that currently provides abundant resources and services for all LAUSD schools. A special website feature called "Doing What Works" offers schools a wealth of information on successful strategies and best practices. By using state of the art communications technology, the District delivers training resources to the schools in real-time and virtual-time so they can take advantage of learning when it is conducive. The on-line school resources feature:

- On-line classes and seminars on curriculum, instruction, use of data, and the problem-solving model
- Live discussion groups and webinars
- Video and audio presentations from experts and successful local teachers and administrators (Webcasts are under development)
- Virtual site visits to successful schools
- A digital library of valuable internet resource sites, publications, articles
- An on-line newsletter
- A bulletin board announcing meetings, conferences and special events
- On-line assessment tools to measure progress against goals

Individual school implementation plans also call for consistent and frequent on-site professional development to improve classroom teaching skills. In addition, the District provides many opportunities for our teachers to improve their skills and earn salary point credits for completing a wide range of ongoing training programs.

The District's partnerships with local universities afford teacher support through the BTSA program that matches veteran educators with newer teachers to develop their teaching skills. University teacher and administrator training programs all work closely with the District to design curriculum that will prepare our teachers and leaders for the challenges of low performing schools.

The development of site administrators and teacher-leaders is fundamental to this reform process. In a landmark report, "How Leadership Influences Student Learning," researcher Kenneth Leithwood stated, "There are virtually no documented instances of troubled schools being turned around in the absence of intervention by talented leaders. While other factors contribute to turnarounds, leadership is the catalyst." (Leithwood *et al*, 2004). Another noteworthy study of over 100 schools found that the solution to transforming our low performing schools lies in developing the connection between high quality school leadership, effective instruction, and high student performance (Waters, Marzano & McNulty, 2006).

The TSC plan, by nature of the urgency of these schools' needs, is results driven and depends on several layers of support to achieve the desired outcomes. Acting as a catalyst for change the TSC will:

- Provide expert guidance and coaching to support curriculum and instruction
- Coordinate with iDesign on the work and assessment of Network Partners

- Act as a clearinghouse for successful practices and disseminate information to the schools through the Office of Curriculum, Instruction and School Support's webpage, as well as other face-to-face opportunities
- Evaluate school performance against established SIG achievement goals
- Gather, analyze and report data that will offer actionable recommendations for necessary changes in school implementation processes
- Interface with the Local Districts to identify and reduce roadblocks, and consolidate existing processes and services to streamline support for the schools

For LAUSD these services will eliminate overlap and enhance the sharing of information. The focus for expanding teacher and leadership skills is not to spend valuable SIG funds seeking outside experts as much as to tap the inside resources and capitalize on our existing excellence in other successful LAUSD schools. SIG professional development support will harness the energy of peer collaboration to assist school leaders in: 1) learning how to make better decisions faster by using data and challenging assumptions; 2) increasing accountability for progress on goals and setting priorities for action items; 3) over-coming isolation by sharing their experiences and perspectives on the tough issues facing these schools; and 4) focusing on change and school transformation – starting it, managing it, and embracing the community in the all out effort.

Monitoring

There will be a cohesive monitoring model for the SIG implementation by using LAUSD's *MyData system.* Benchmark dates will be set and data will be collected and reviewed at the District, Local District, and school site levels. Using on-line and other various methods of evaluation the monitoring model will respond to four target areas:

1. To what extent has the implementation of the school plans increased student achievement and the number students who achieved proficiency in ELA and Math? (Evidence – annual state testing results; District Periodic Assessments)
2. To what extent have the schools carried out the strategies cited in their grant applications with fidelity? (Evidence - Turnaround Support Center observation reports, surveys, site visits, student response to interventions, parent satisfaction surveys, teacher responses to leadership support)
3. To what extent has the District placed highly qualified teachers into these low performing schools and proper assignments? (Evidence - reports from Human Resources Division)
4. To what extent has the District provided training and support for leadership development of teachers, administrators and parents, and other support services for the schools? (Evidence - agendas, surveys, interviews, participation rates in professional development offerings online and real time)

The purpose of this ambitious evaluation system goes beyond SIG requirements and provides actionable feedback to our schools with recommendations that are practical and will dictate immediate changes needed to maximize results and meet or exceed the stated annual goals.

Rationale for only serving some of the Tier I & II schools:
Adding to its credit, and evidencing its realistic capacity to implement the models, the District has made a conscientious decision not to simultaneously take on all 31 of the eligible Tier I and II schools. Not only does the District lack the staff and resources to attempt effective reform in 31 schools, it has decidedly chosen to concentrate the District's time, financial resources, and staff efforts on this cohort of schools so the successful implementation models can become prototypes for other schools. Central district and local district leaders are practical idealists and know the limits of what can be best accomplished by dealing with a smaller number of low performing schools who have a demonstrated capacity to change. This philosophy of deliberate effort was also executed in the PSC Initiative where only twelve schools were considered as the first year's PSC Schools for 2009-2010 and eight more for 2010-2011.

This is not to say that the other remaining LAUSD Tier I and II schools are going neglected or unnoticed. Instead, many of these other schools will benefit from the Public School Choice options by being designated as 2010-11 PSC Schools and then choosing to collaborate with Network Partners, or electing to become pilot schools (who have certain degrees of flexibility to implement their locally designed reform models (See details in *Public School Choice Options* brochure in Appendix i).

iv. Recruitment, Screening, and Selection of External Providers

Five of the nine schools will benefit from the instructional support, added resources, and technical assistance from our Network Partner.
Network Partner Selection Process:
For the 2008-2009 academic year, several non-profit civic and academic institutions were invited by the Superintendent to discuss the possibility of partnering with the District to take over the day-to-day operations of selected low performing schools. These organizations were identified as potential partner organizations based on their ability to:

- Demonstrate capacity to operate as a school management organization
- Demonstrate fiscal capacity and health
- Demonstrate capacity to fundraise, hire senior management to lead the initiative and commit significant resources to the endeavor
- Assume primary accountability for the academic performance of the schools under its management
- Receive teacher and parent votes in favor of the partnership

In order to establish a collaborative and inclusive process with all key stakeholders, each potential partner met with the teachers, administrators, parents and community members of each school to present what services and resources they could provide to the schools. The Board of Education approved each school's EMO and a five-year Memorandum of Understanding (MOU). The MOU also holds external providers accountable to the Board, and a performance management identifies the performance

metrics to which schools and Network Partner organizations will be held accountable (See sample MOU Appendix iv).

Network Partners were also vetted and monitored through a rigorous process which required their submission of the following:

- Business plan that provided documentation of their organizational financial and instructional objectives for the schools and outlined programmatic milestones and deliverables for the schools
- Projected budget for the first year
- Copies of the Articles of Incorporation, a Certificate of Incorporation evidencing its incorporation as a non-profit corporation, and its Bylaws.
- Annual report on the performance of the school to the Board and the Superintendent
- Annual financial statement audit, and financial and administrative procedures controls review

The District will review the performance metrics of the Network Partner schools after three years to evaluate the Network Partner's performance. Substantial failure to meet these performance metrics allows the school to terminate the relationship with the Network Partner.

In future years, the recruitment of other Network partners will begin with the District's annual release of Request for Qualifications for new external providers. Applicants must submit a description of their programs, demonstrate a track record of student achievement and the capacity to design and manage a high quality school. The LAUSD review team will perform a background check on all applicants and will then evaluate applications using the following criteria:

- Business qualifications - includes the number of years as a non-profit school management organization; a description of the organization's track record and specific experience with public school turnaround and transformation; depth and extent of their local presence in the identified school's area and a description of the relationships they have established with local community groups
- Personnel qualifications - background and professional qualifications of personnel (to be) assigned to work with school's with description of responsibilities, related experiences and references
- Financial qualifications - financial viability of the entity; financing capability, providing information that documents sources of proposed financing
- Experience - with implementing instructional and operational strategies to improve student achievement; experience with full range of responsibilities contemplated for school management and support; performance on prior school transformation efforts that includes data on student data performance measurements monitoring and benchmarking; teacher support and professional development; school site leadership and governance development; community relationships and parent involvement

Successful applicants will become part of a list of pre-qualified Network Partners that schools might consider to support their improvement process.

v. Alignment of Other Resources with the Selected Intervention Models

Where ever possible, the District and SIG schools will use allowable state and federal funds to support their intervention models. This would include:

- Title I funds for at-risk students and funds to improve student achievement through school improvement and reform; funds are directed to increasing parent involvement in the schools
- Title I funds (10% required) for Professional Development
- Economic Impact Aid is a State funding source that will support programs for English Learners as well as the same students covered under Title I entitlement
- After School Education and Safety Program funds ASES and 21st Century Learning Center grants will continue to support expanded learning time for the schools including before and after school hours
- Title IIA – High Quality Teachers funding will provide resources for teacher and principal training and recruitment programs
- QEIA funds (6 of the 9 schools receive this school reform grant)

Schools will have the support of their local district Directors, content teams, and professional development opportunities made available through the LAUSD Office of Curriculum, Instruction and School Support. Tremendous resources are available for teachers and leaders to have access to student achievement data through *MyData* and other school summary data provided by the Office of Data and Accountability.

Through the District's Beyond the Bell Division (This office manages all extended learning programs throughout the District), schools have access to over fifty after-school tutoring and enrichment programs that provide outstanding expanded learning opportunities to their students. Most of these programs are funded through special state level after-school grants such as the 21st Century grant and ASES.

The Network Partner schools also have extra benefits that align with their SIG reform models. During the transition period for the schools, prior to commencing as network partner, the Partnership pays a stipend for each school's transition team which is comprised of administrators, teachers, classified personnel, parents, student representatives, and community members. An Academic Development Team is also created by the Partnership to support each school's administrator in planning professional development for both certificated and classified personnel, curriculum development with assessments and monitoring tracked by a dedicated Partnership staff member. The relationship with the Mayor's office allows them to leverage resources from other departments within the City of Los Angeles, providing opportunities to

improve and better connect city services and programs to schools. Other projects have been focused around expanding joint-use opportunities, extending services from Parks & Recreation and Libraries, and connecting Gang Reduction Zone efforts to schools.

Based on their MOU's, Network Partners bring additional resources to their schools through fundraising from philanthropy, including foundations, corporations and individuals. As described in the individual school profiles, the three Network Partners each contribute various levels of ongoing supervision, parent engagement activities, professional development, and leadership support to their partner schools.

vi. Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)

LAUSD is not involved in the DAIT process.

vii. Modification of LEA Practices or Policies

As previously mentioned, this district has taken up the mantle of change, particularly as it relates to the way in which we develop and support our teachers and leaders. The key take away from the discussions and deliberations of the LAUSD Teacher Effectiveness Task Force was the clear consensus that our current process for evaluating teachers and leaders does not work to identify those who should be celebrated, offer clear paths to support to those needing more development, nor does it provide the tools necessary to address chronic performance concerns. The need for a new way to evaluate teachers and leaders was agreed upon by teacher and administrator union officials, site-based educators, parents, students, and other stakeholders.

Thus, the impetus for modifications to current practice and policies was clear. Through serendipitous timing, the Task Force recommendations were released just as the SIG requirements were being discussed locally, and there was synergy to be leveraged. The Task Force, among other recommendations, called for a new, multiple-measure evaluation system for teachers and administrators as a first necessary step to be able to then make valid and fair decisions based on the effectiveness of these educators. The recommendations also included ideas around compensation, expanded career pathways for teachers and leaders, and suggested steps to address needs that are specific to those schools deemed persistently underperforming (like the schools on the SIG list).

This has brought us to a moment in which we are actively engaged in discussions with building-level and district-wide labor representatives to begin a process of designing new and different ways of approaching evaluation and compensation, which will require changes to the current collective bargaining agreements.

Per the SIG application guidelines, the District will utilize the 2010-2011 school year to develop the researched-based multiple measure evaluation system for teachers and

leaders (See Appendix vi). During the prototype year, we will work with our ad-hoc committee and our school-based participants to develop surveys and other fair and valid mechanisms to measure these domains of feedback/evaluation for teachers and leaders. Participants in the prototypes will not be part of the Stull Evaluation process for the 2010-2011 academic year.

According to Supt. Cortines, "Our goal must be to have an effective teacher in every classroom and an effective principal leading every school by Fall 2016. This district must now establish action steps to implement what we can and negotiate where necessary. Our students, our staff, and our community deserve a modernized and excellent education system."

The out-growth of the Task Force recommendations is a three-year strategic plan that will have a large impact and add infinite value to the schools participating in SIG because they will be part of a prototype for many of the changes to improve effectiveness of certificated personnel. The plan was presented to the Board on May 11, 2010, and the District has begun to work with the collective bargaining units and other stakeholders to devise a final plan that in addition to evaluation will include:

- Individual Growth Plans: We will develop templates, training, and support for Individual Growth Planning for each teacher and school leader, tying each educator's review to actionable goals and activities each year. These plans will include education (attending classes and workshops), exposure (watching someone else demonstrate excellence in the development area), and experience (targeted attempts at trying out new skills in one's role as a teacher or school leader).

- Professional development incentives & allowances: To incentivize and support implementation of each employee's Individual Growth Plan, employees (a) will be eligible to receive an Individual Growth Stipend, and (b) an Individual Growth Allowance (a set of funds to support activities like attending workshops, release time to visit another teacher's classroom, etc.).

- Aligning district-wide development, support & intervention programs: Once finalized, we will align district-wide development, support and intervention programs for teachers and school leaders to the Teaching & Learning Framework (to be developed), the School Leadership Framework (to be developed), all elements of the comprehensive employee review process, and the individual growth planning process.

We will create new promotional opportunities for teachers, and we will articulate a set of career pathways for all educators:

- Teacher leadership roles – significant promotion opportunities for effective teachers: We will refine and expand the development of a Teacher Leader Certification Program. We will develop and codify a set of additional positions and/or roles that provide significant promotional opportunities for effective

teachers to remain in the classroom part of the time, while distributing their expertise to other teachers at their schools and/or throughout the District.

- Developing career pathways for all teachers: We will review and realign existing professional development offerings and career opportunities for consistency with the Teaching & Learning Framework, the School Leadership Framework, and the LAUSD instructional framework. We will articulate a set of career pathways in such areas as content expertise, classroom management, teacher leadership, school leadership and the like such that after completing the induction phase of their respective positions, all teachers and school leaders will eventually be enrolled in a defined career pathway.

It is important to note that under the Public School Choice program the various school model options already have in place different types of modifications and variances from standard district policies and procedures. For example, the Pilot Schools have an elect-to-work agreement developed by teachers and staff that defines the work conditions at each of the Pilot Schools. Another example is that the iDesign Network Partner Schools have active control of decisions regarding the hiring and selection of their staff.

viii. Sustainment of the Reforms after the Funding Period Ends

Waiver Request:
The State has filed a waiver request to have funding extended through September 30, 2013. LAUSD has also indicated on the Waiver Form that it is requesting the extended funding period.

California is applying for round two of the Race for the Top school funding; LAUSD is one of seven California school districts that have been selected to apply. If the application is successful there will be additional funding for the District to support reform efforts for this cohort of schools and many other lower performing schools (See Press Release, Appendix vii).

The District currently has major foundation partners including the: Wasserman Foundation, Broad Foundation, Wallace Foundation, LA84, Nike, Weingart Foundation and other private individuals who make sizeable anonymous donations to support district programs. The District and the individual schools will continue to pursue foundation grants, support from local businesses, corporate sponsorships for school activities, and any other source of income that will drive improvements in our schools and overall growth in student achievement. Resources provided by current and future Network Partners will also assure the sustainment of their specific school reform programs. Each of the partners currently has their own fundraising programs that raise capital to support services in their partner schools.

Many of the reforms hinge on a change in practice for the schools, but do not necessarily involve additional funding. The consistent use of data to inform instruction, job embedded professional development, modified governance models, interventions and focus on parent engagement do not require additional funding after the grant period ends. For strategies identified as requiring additional resources, the schools will possibly redirect their other federal, state and grant funds to support successful strategies. This can be accomplished by instigating organized abandonment of currently funded strategies and programs that have proven ineffective, and channeling those resources into their evidenced best practices.

ix. Establishment of Challenging LEA Annual School Goals for Student Achievement

In accordance with state and federal AYP (Adequate Yearly Progress) guidelines, the schools have specific goals as targets for guiding their actions and use of resources to improve student achievement. These goals are published in the District's Accountability Matrix which is included in every school's Single Plan for Student Achievement.

<u>The annual goals set for the SIG (and all other LAUSD schools) are:</u>

- English/Language Arts: the percentage of elementary and middle school students scoring proficient or above on the California Standards Test and California Alternate Performance Assessment will equal or exceed 67.6% for 2010-11; 78.4% for 2011-12; and 89.2% for 2012-13, or increase by 10% per year.

- Mathematics: the percentage of elementary and middle school students scoring proficient or above on the California Standards Test and the California Alternate Performance Assessment will equal or exceed 68.5% for 2010-11; 79% for 2011-01; 89.5% for 2012-13, or increase by 10% per year.

- For high schools the percentage of students scoring proficient or above on the 10th grade administration of the CAHSEE and the California Alternate Performance Assessment in English/Language Arts will be equal or exceed 66.7% for 2010-11; 77.8% for 2011-12; 88.9% for 2012-13, or increase by 10% per year.

- For high schools the percentage of students scoring proficient or above on the 10th grade administration of the CAHSEE and the California Alternate Performance Assessment in Mathematics will be equal or exceed 66.1% for 2010-11; 77.4% for 2011-2; 88.7% for 2012-13, or increase by 10% per year.

- For high schools the average two-year graduation rate will increase by at least 0.2% per year; or have a graduation rate of at least 83.2% for 2009-2010; 83.3% for 2010-11; 83.4% for 2012-13, or show improvement in the rate from 2008-09

of at least 0.1%. or show improvement in the rate from 2008-2009 of at least 0.1%.

- For high schools decrease the high school dropout rate by 6% each year based on the 2007-2008 rate of 26.4%.

- Reduce the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math by at least 2% for 2010-11 and each year after.

- Staff and students must meet a 96% attendance target each month

Evaluation

LAUSD acknowledges its responsibility to satisfy periodic reporting and the accountability requirements throughout the term of the grant. Quantitative student-level data will be collected and reported from the LAUSD Office of Data and Accountability using 2009-2010 as the baseline against which to measure the schools' progress. For the purposes of local monitoring and continuous improvement, the District will utilize annual student achievement goals and student achievement data to evaluate the effectiveness of improvement strategies identified in each school's grant application.

In addition, the District will provide information on the nine leading indicators identified by the California Department of Education:

- Number of instructional minutes within the school year
- Student participation rate on state assessments in reading/language arts and in mathematics, and by student subgroup
- Dropout rate where applicable
- Student attendance rate
- Number and percentage of students completing advanced coursework (e.g. AP/IB), early-college high schools, and dual enrollment classes
- Discipline incidents
- Truants
- Distribution of teachers by performance level on the District's teacher evaluation system
- Teacher attendance rates

Peter Deming once said, "Views not backed by data are more likely to include personal opinions, exaggeration and mistaken impressions." To that end, LAUSD aims to have the evaluation be a useful process that informs multiple stakeholders about the progress in these SIG schools. We will concentrate on creating practical reports that:

1) Explain the purpose of the evaluation and the data sources used for analysis

2) Effectively communicate using straight-forward language and easy to understand data expressed in charts, graphs and diagrams

3) Compare grant goals and objectives with the accomplishments in a clear and simple way that give feedback to the extent to which each objective is being met

4) Use a variety of data sources including quantitative data, qualitative data and trend data (longitudinal) comparing baseline over the grant term

In keeping with the spirit of a truly service oriented support system, evaluation reports will be tailored for the diverse audiences of the state, District, schools, parents, students and the community. The District will provide translations for the parent reports.

x. Consultation with Relevant Stakeholders

In order to get parent input on the District level SIG application, on May 12, 2010 representatives from several parent groups reviewed a draft (this was also translated into Spanish). The committees represented included the: District Advisory Committee (DAC), District English Learners Advisory Committee (DELAC), Parent Collaborative (PC), and the Compensatory Education Committee (CAC). Subsequent to this review, Dr. Robinson met with the same parent groups and explained the SIG application along with the District's Race to the Top application. Parents were particularly interested in knowing how they would be able to participate in the design of the Teacher and Leader Effectiveness Evaluation process. All of the groups voted in favor of the District submitting both the SIG and Race to the Top grant applications.

Dr. Robinson met several times with representatives from the collective bargaining units and the District Office of Staff Relations to discuss the implications of the SIG application, particularly with regard to the Teacher/Leader Effectiveness components of the SIG implementation. The collective bargaining units are: UTLA (United Teachers of Los Angeles) and ALA (Administrators of Los Angeles).

One of the very first steps in the application process included the invited schools holding public meetings to present the elements of the SIG application and to secure a vote of confidence in order to submit a Letter of Intent to apply for the grant. Instructional Leadership teams worked on the SIG application implementation plans to ensure fidelity to their existing Single Plans. They also obtained input from their Site Councils and various parent groups when developing the budget plans for the SIG funds.

After the preliminary SIG implementation plans were reviewed and returned to the schools, under the advisement of UTLA, each school held a faculty meeting to present the final drafts and secure a buy-in vote from their teachers and other staff members. Some teachers voiced concern over the extended day obligations and were uncomfortable with the plan to use data to evaluate teachers. They wanted to submit an application without these commitments. This input was rejected because these elements are critical to implementing successful school reform and are components of the cohort approach to developing prototypes.

Based on the results of the school votes, all nine schools committed to moving forward with their application and submitted letters indicating their compliance with the terms of the grant. The letters endorsing participation in the grant were signed by the principal, the President of the School Site Council, and the school's UTLA representative (Copies

of these letters appear in Appendix viii). Community partners, sponsors and supporting agencies also provided letters acknowledging their agreement with the SIG application and desire to help implement the goals of the grant (See Appendix ix).

In addition to each of the school site public meetings, the SIG application was presented to the Board of Education at a general Public Meeting held on May 25, 2010.

Summary:

The District's vision is that every student will receive a quality education in a safe, caring environment, and every graduate will be college-prepared and career-ready. Changing school structures and improving facilities is easy. Changing teaching and the cultures of failing schools is far more difficult. This School Improvement Grant will allow the District to intensify its imperative to change these schools from chronic failures into centers for student success. The experiences of these SIG schools, anchored in a set of realistic, intentional strategies, will lay the ground work for building successful futures in many more of our low performing schools.

This proposal is cost-effective, collaborative, research-based, and results driven. With a potential to immediately impact 14,943 students, and ultimately more than half a million students' lives, the return on a SIG investment in LAUSD would be priceless.

Evidenced-based Instructional Strategies – Tier I, II & III Schools

Real scientific evidence on effective interventions is very thin because many intervention models are advocated without empirical evaluation of their effectiveness. This is due to the lack of proper research methodology including the absence of control groups, the inability to maintain pure research populations, and real scientific measures to calculate effectiveness over time. Another difficulty is the measurement of effectiveness when multiple strategies are being used simultaneously across a school or grade level.

Within each of the reform models the key strategies identified by these schools have shown reasonable evidence, and a strong "likelihood to improve student achievement" with similar student populations. Across all the grade levels the strategies center on the:

- consistent use of data to assess student performance and provide information to differentiate instruction as well as inform leadership decision making;
- professional development aligned to the instructional program and designed to equip teachers with skills to successfully implement the school reform strategies and programs to develop more school leaders;
- alternative schedules to expand learning time;
- complex intervention systems (RTI);
- strategies to improve transition from middle to high school;
- methods and structures to personalize education, improve graduation rates and prepare students for college and careers (high schools and middle schools);
- mechanisms to improve family and community engagement

Two researchers, K.A. Kerr and J.A. Marsh conducted a study in three urban districts on the value of data to improve student achievement. They concluded: "The process of gathering information to address educational issues is the best way for educators to work together to reach a common goal: to see every student succeed. The conversations and collaborations that arise from teachers' use of data to plan for improvement can strengthen the links between school culture, teaching practice and success for students." (Kerr & Marsh, et al, 2006) The importance of data analysis to drive instructional planning is further supported in the work of Heritage and Chen in "Why data skills matter in school improvement." (Heritage & Chen, 2005).

In terms of strategies for improving teacher effectiveness, research has shown that teacher retention rates improve and job satisfaction when teachers collaborate either in teams or working in professional learning communities. In addition, teachers working in small groups where they evaluate student performance "end up being more aware of student performance resulting in higher accountability for modifying instruction to improve results." (Fishman et al, 2003). In this same study it was proven that teachers learn best through

observing, being observed, teaching, planning for classroom implementation, sharing ideas and reviewing student work. In 2001, Cotton found that: “When teachers collaborate it builds a stronger professional community; they are more likely to engage in professional development that will be valuable, and the staff is better able to build a coherent educational program for students across grade levels (Cotton, 2001).

The concept of developing teacher-mentors and job embedded professional developed is supported by an extensive study in 1997 that indicates a core of experienced teachers can mentor and socialize new or inexperienced teachers…a school can conduct most of its own professional development by reinforcing interdependency and capitalizing on staff expertise (Ancess, 2003).

The SIG concept of developing teacher-leaders and administrative skills is heavily supported by the research of Kenneth Leithwood et al in which they describe leadership roles and practices that improve instruction, professional expertise and drive school improvement (Leithwood et al, 2004). The use of data analysis to improve instruction is validated by research in terms of using outcomes to drive lesson planning and actions needed to reach struggling learners (Kerr et al, (2006).

With regard to extended time to expand learning opportunities, several studies and meta-analyses confirm the same message: Afterschool programs *can* improve academic achievement. For example, Granger (2008) reviewed several narrative and empirical review of the effects of afterschool programs and concludes that “although reviews vary in their

conclusions regarding academics, the most reliable reviews show that on average programs have positive impacts on important academic, social, and emotional outcomes.” One of the studies he reviewed was a 2006 meta-analysis by Lauer and colleagues (2006), who found small but statistically significant effects on both reading and math across the 35 studies of out-of-school time educational interventions.

Dozens of studies of afterschool programs and initiatives repeatedly underscore the powerful impact of supporting a range of positive learning outcomes, including academic achievement, by affording children and youth opportunities to learn and practice new skills through hands-on, experiential learning in project-based afterschool programs, which complement, but do not replicate, in-school learning (Lauer et al, 2006).

The evidence for summer learning and bridge programs is equally compelling. When students actively participate in summer programs, and particularly when they are encouraged to participate by their families, they stand to improve their reading and math levels going into the next grade, as well as their standardized test scores. A meta-analysis of 93 summer programs (Cooper et al., 2006) indicated that summer learning has a range of effects on academic achievement for both remedial and accelerated programs.

Remedial programs can have a positive impact on skill and knowledge building, particularly with smaller class sizes. Similarly, findings from the Chicago Summer Bridge program and Teach Baltimore summer program show that summer education can help to supplement

students' scholastic achievement in both reading and math. In addition, academically focused summer programs help students to successfully transition into the next grade level, a benefit attributable to smaller class size, individualized learning, and personal attention by teachers, all of which might not be available to students during the academic year (Jerald, 2007).

All of the schools have incorporated multi-tier interventions systems to address the widely diverse learning skill development of students in their schools. With a multi-tier Response to Intervention (RTI) approach schools establish a process for a) determining which students are experiencing difficulties; b) selecting intervention strategies or supports and matching these supports to students; and c) evaluating whether the intervention strategies are helpful. "The outcomes of the RTI approach depend on the consistent use of all three strategies and accurate tracking of student improvement to refine methods and make necessary changes. If executed properly there is ample evidence that RTI intervention systems are effective in all student populations." (Olson, Daly, et al, 2007).

All of the high schools participating in the SIG have implemented structures that create a more personalized learning environment with thematic academies, smaller learning communities, or career clusters that are supported by designated groups of teachers working with specific groups of students. Research has shown that graduation rates and post-secondary enrollment rates are clearly improved in small learning communities which foster positive student attitudes (Quint, 2006). Other research support indicates that structures that create small schools within larger schools: "…can improve attendance, climate, safety, achievement, graduation rates, college attendance rates, staff member satisfaction, parent involvement and community engagement." (Wasley, 2000). With so many disadvantaged students in these schools it is noteworthy that" "Small schools and academies show the most promise for raising student achievement levels of disadvantaged student and students of color." (Rumberger, 2005).

There is evidence that the use of advisories in the middle and high schools also will enhance performance in the SIG schools. In a 2002 research study it was found that close relationships with teachers improve GPA, and reduce dropout rates because student anonymity is lessened and the personalization helps to engage students. Disadvantaged students benefit the most from this strategy. (Balfanz & Legters, 2006)

A focus on the importance of improving parent engagement and strategies to do so is evidence in the work of Robert Marzano in which he states: "Schools that involve parent and community members in their day-to-day operations report lower absenteeism, truancy and dropout rates." (Marzano, 2003) It has been proven that fostering the role of parents in the planning process, design of the instructional program, and school management will increase parents roles as advocates for school throughout the community. This leads to higher grades, more students passing classes, better attendance, and better development of social skills, fewer discipline problems and higher

graduation rates. Critical to engaging parents is the development of effective parent education models that are culturally relevant. (Henderson & Mapp, 2002)

Robert Louis Stevenson Middle School

Los Angeles Unified School District

Implementation Chart for a Tier I or Tier II School

Required Component Acronym Legend: Restart				
RP	Replace the principal who led the school prior to commencement of the transformed model.		**SD**	Promote the continuous use of student data.
ES	Use rigorous, transparent, and equitable evaluation systems for teachers and principals		**ILT**	Provide increased learning time.
IRR	Identify and reward school leaders, teacher, and other staff and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.		**FCE**	Provide ongoing mechanisms for family and community engagement.
PD	Provide staff ongoing job-embedded professional development.		**OF**	Give the school sufficient operational flexibility.
RPR	Implement strategies that are designed to recruit, place, and retain staff.		**TA**	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.
IP	Use data to identify and implement a new instructional program.		**EMO**	Select an education management organization (EMO) that has been selected through a locally-determined rigorous review process.

School: **Stevenson Middle School** [X] Tier I [ ] Tier II

Intervention Model: [ ] Turnaround [X] Restart [ ] Transformation

Total FTE required: 6.5 LEA 3 School _____ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
	Teachers and Leaders					
	Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.					

ES, TA	• **Transparent, rigorous, and equitable evaluation systems for teachers and principals** – In alignment and coordination with the District's larger initiative entitled Building Our Certificated Employee Development System. We will develop new or adapt existing research-based observation rubrics and corresponding protocols to replace the current approach for evaluating teachers, and our current evaluation form and process for school leaders. One key piece of the new protocols will include observation and review by expert peers or 'Teacher Leaders,' in addition to administrator observations so that teachers will have multiple observations of professional practice. Further, the rubrics we will prototype will involve collecting evidence of professional practice reflective of student achievement and increased high school graduation rates (e.g., lesson plans, sample student work). We will also develop and incorporate measures of each individual educator's contributions to student learning (with a focus on increasing student achievement and/or high school graduation rates), including approaches that use open-ended student assessments (e.g., standardized writing assignments) and closed-ended student assessments (e.g., formative assessments, California Standards Tests). We will develop mechanisms for incorporating the feedback of students and parents into teacher reviews. Further, we will develop an	**SY 2010-2011 – Prototyping:** As part of a district-wide effort, two groups of schools will be involved in prototyping the new evaluation systems in LAUSD during SY 2010-2011. The first includes schools involved in this School Improvement Grant. The second group will include a small set of voluntary schools. Participating schools will 'beta test' new evaluation protocols. We have designed prototyping efforts in consultation with the Los Angeles Educational Research Consortium so that we can isolate the quality and efficacy of these new protocols as we design the approach that will be fully implemented in the School Improvement Grant schools in SY 2011-2012. For instance, we will not use the same observation rubrics	**$158,750** *(Year 1 only)* for participating in prototyping process [127 teachers and school leaders x $1,250] **$190,500** *(Years 1-3)* for training and individual growth allowances [127 teachers and school leaders x $500]	**$68,835**		Superintendent's Office

	approach to incorporating feedback from students, parents and school site employees into school leader reviews. Finally, we will develop a mechanism for measuring an educator's contribution to his/her school community as part of the review process.	and protocols with all teachers in the Prototyping Phase. Instead, we will divide the teachers into groups. Some of the groups will work with the prospective new frameworks being recommended by a multi-stakeholder Steering Committee and a Technical Advisory Group that includes experts in various methods of teacher and school leader evaluation systems. As a comparison, one of the groups will use our current STULL form. We will include high schools, middle schools and elementary schools so that we can study which approaches work best at each school level. Further, we will not only analyze quantitative data about how well these new approaches are working vis-à-vis student achievement				

		and graduation rates, but we will also gather feedback from participating teachers, reviewers, principals, parents and students. From the quantitative and qualitative analyses during the prototyping phase, which will carefully involve the input of teachers and leaders, we will collectively design the new system to be used in SY 2011-2012 and SY 2012-2013. **SY 2011-2012 and SY 2012-2013 – Implementing the new systems:** In SY 2011-2012 and SY 2012-2013, we will implement new evaluation systems for our teachers and leaders in the School Improvement Grant schools. Following from the prototyping process described above, these evaluation systems will (a) take into account student growth as a significant factor (details				

		to be determined during the Prototyping process), (b) include multiple observations of performance, and (c) include collecting evidence of professional practice reflective of student achievement and increased graduation rates.				
IRR, TA	• **Identifying and rewarding (incentivizing) teachers and leaders who have increased student achievement and/or high school graduation rates** – Using the evaluation systems developed in the Prototyping process, we will identify effective teachers and leaders who have increased student achievement and/or high school graduation rates. In consultation with the teachers and leaders at each school, we will then design an approach for rewarding these teachers and leaders. Each school will have rewards for individual educators, groups of educators (e.g., teachers in the same subject and grade), and/or the entire school. These rewards will come from a defined pool. All teachers and leaders will know exactly what their individual, group or whole school targets are at the beginning of the school year. They will also be given mid-year indicators of progress toward the targets to know if they are on track or not.	**SY 2010-2011 – Develop:** In alignment with the Prototyping process for the new evaluation systems and the involvement of teachers and leaders at each school, we will develop the rewards system during SY 2010-2012. **SY 2011-2012 and SY 2012-2013 – Implement:** Rewards will be implemented in SY 2011-2012 and SY 2012-2013	**$381,000** *(Years 1-3)* for rewards pool for improving student learning [127 teachers and school leaders x $1,500] *(Years 2-3 only)*			Superintendent's Office

PD, TA	• **Individual Growth Plans & high-quality, job-embedded professional development** – Each teacher and school leader will participate in Individual Growth Planning, tying each educator's previous and current evaluations to actionable goals and activities each year. These plans will include education (attending classes and workshops), exposure (watching someone else demonstrate excellence in the development area) and experience (targeted attempts at trying out new skills in one's role as a teacher or school leader). Some subject-specific, grade-specific, and school-wide professional development will be developed based upon common goal areas in teacher and leader Individual Growth Plans. Teachers and leaders will receive incentives for developing and executing their plans. Teachers and leaders will be supported by their administrative supervisors or by a Teacher Leader as they develop and execute their plans.	Implemented all three years of the grant. A basic prototype of these plans will be developed by the Ad-hoc Stakeholder Advisory Group by September 2010. This template will set out parameters and establish consistency of approach, but be customizable by schools based on site goals and context. Each teacher and leaders' plan will be developed and approved by the second month of school. Teachers and leaders will pursue professional development activities throughout the course of each school year, collecting artifacts and reflecting on their experiences. Artifacts and reflections will be due in the last month of each school year, and must be turned in and approved prior to receiving the incentive.	**$158,750** *(Year 1 only)* for developing individual growth plans [127 teachers and school leaders x $1,250] **$254,000** *(Years 2-3)* for developing individual growth plans [127 teachers and school leaders x $1,000]			Superintendent's Office
RP	Principal has been replaced within the last two years and is implementing reform efforts.					

IRR	• **Removing teachers, who after ample opportunities to improve have not done so** – Based upon full implementation of the new evaluation systems in 2011-2012, we will provide intensive support to teachers who need substantial improvement. These teachers will receive additional coaching in the development and execution of their Individual Growth Plans. If such teachers do not improve (according to criteria to be determined in consultation with our collective bargaining partners, and the teachers and leaders at each school), they then will be removed from the school.	**SY 2010-2011** – Develop evaluation system **SY 2011-2012** – Identify teachers in need of improvement, identify improvement criteria and minimum improvement thresholds, and begin providing intensive support **SY 2012-2013** – Provide intensive support and identify teachers to be removed who have not met improvement criteria.	N/A			Superintendent's Office
IRR	Opportunities for promotion and career growth: • **Teacher Leaders** – We will identify highly effective teachers to be Teacher Leaders, involved in teacher observations and reviews for the new evaluation systems. These teachers could work as classroom teachers and also spend time as Teacher Leaders conducting observations and follow-up consultations during the school year. These teachers will receive compensation for their additional work.	Identified and trained prior to the beginning of each school year. Active throughout the school year.	N/A			Superintendent's Office
IRR	• **National Board Certified Teachers** – Each school has several National Board Certified Teachers. National Board Certification is awarded to teachers who demonstrate effectiveness in the classroom. In addition to a 7.5% salary increase for being certified, these teachers	Already identified. Trained prior to the beginning of each school year. Actively involved throughout the school year.	N/A			Superintendent's Office

	are eligible for an additional 7.5% salary increase for providing 92 hours of service. At SIG schools, at least half of these hours will be dedicated to supporting fellow teachers in the development and implementation of Individual Growth Plans, and/or in providing job-embedded professional development in alignment with this grant.					
PD	• **Summer PD by UCLA Coaches/ Consultants** – One of the core tenets of the Partnership for Los Angeles Schools' instructional model is to strengthen quality instruction by building the capacity of teachers and administrators. As such, we will hire 4 UCLA instructional experts for 2 days during the summer to provide professional development for teachers to develop standards based instructional content and a professional development program for the entire school year. Some departments have already begun the backwards planning model, they would need assistance from a consultant to help them develop common assessments in their content area. Professional development provided by outside experts is critical for Stevenson because the skills of the existing staff have not yet been developed to the point where they are able to help students attain sustainable achievement gains, as evidenced by a 7 point drop in API from 2008 to 2009.		**$16,080** *(Years 1-3)* [4 coaches x 2 days x $670 / day] **$131,208** *(Years 1-3)* [98 teachers x 2 days x 8 hrs / day x $27.89 / hr]			Assistant Superintendent of Instruction / Principal

PD	• **Weekly Teacher Planning** – Another key strategy of the Partnership's restart model is to create consistent opportunities for grade level/content area collaboration during the school day. Teachers typically do not have enough time to plan together and share best practices. Partnership schools prioritize the creation of common planning periods for teachers within the school day. Therefore, we will provide an additional hour each week for teachers to collaborate by content and grade level, to review student level data and findings from classroom observations. Based on these findings, teachers can then develop intervention plans to address specific student needs, revise pacing guides, instructional content, and teaching delivery strategies, etc.		**$295,215** *(Years 1-3)* [98 teachers x 1 hr /week x 36 weeks x $27.89 / hr]			Principal
PD	• **Substitutes for Instructional Offsite Planning** – Teachers and administrators need time off-site for strategic planning and data assessment. The time off site enables school leaders to focus solely on the task on hand without the day-today distractions that occur while on the school site. Funds will be used to hire substitutes to provide teachers and administrators with the time to hold strategic planning off-sites to review achievement data and refine school-wide instructional strategy.		**$156,078** *(Years 1-3)* [25 substitutes x 4 sessions x 2 days / session x $260 / day] **$20,000** *(Year 1 only)* for a Consultant **$21,000** *(Years 1-3)* for Facility and Food [100 teachers			Principal

IP	• **Summer Pay for Administrators** – The Partnership believes administrative teams need to use the summer months for planning and preparation. Funds will be used to pay our principal and assistant principals to work during the summer months of July and August because we believe this additional planning time is critical in overcoming the significant challenges that face low performing schools in high poverty neighborhoods. School administrators will spend the summer reflecting on the challenges and achievements of the prior year, planning for the next school year, and supporting summer school.		x 2 days x $35 / teacher] **$42,000** *(Years 1-3)* for Principal **$204,000** *(Years 1-3)* [$17,000 x 4 APs]			Assistant Superintendent of Instruction
PD	*Institute a system for measuring changes in instructional practices resulting from professional development.* • **Substitutes for Instructional Rounds Training** – Instructional Rounds is the main mechanism Partnership schools utilize to guide and coordinate a coherent instructional program for students. Through this process, educators develop a shared practice of observing, discussing, and analyzing learning and teaching. The focused observations, the analysis of data, collaborative dialogue and decisions lead to the continued development of common goals to accelerate student achievement. Funds will be used to provide substitutes so Stevenson teachers can implement the		**$152,958** *(Years 1-3)* [98 substitutes x 2 days x $260 / day]			Principal

	instructional rounds protocol, which will enable the staff to evaluate changes in instructional practice resulting from professional development.					
	Instructional Support and Strategies					
EMO **SD**	*Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.* A performance culture is an essential foundation for school success. As part of the restart model, the Partnership builds performance cultures at its schools where data is used to design rigorous learning opportunities for all students and to drive key decisions related to curriculum, professional development, and resource allocation. • **Interim Assessments** – Stevenson will implement the LAUSD Interim Assessments, which are aligned with the California academic standards. This will enable the school staff to effectively gauge student progress throughout the school year and make changes to instructional practices to better meet student learning needs.		N/A – already developed			Assistant Superintendent of Instruction / Principal
PD, SD	*Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.* • **Data System** – After the LAUSD Interim Assessments are given, we will train teachers and administrators on how to more effectively utilize LAUSD's MyData system to report the student-level assessment results back to teachers.		N/A – training provided by PLAS staff			Assistant Superintendent of Instruction / Principal

PD, SD	• **Differentiating Instruction** – Once teachers have been trained on how to analyze student-level data, instructional coaches will train teachers on how to use this information to differentiate instruction to meet the unique needs of their individual students.		N/A – costs covered above			Assistant Superintendent of Instruction / Principal
SD	• **Articulation –** At the beginning of each school year, teachers will review prior year student achievement data and collaborate across grade levels to identify specific student needs of each teacher's incoming class. This will enable articulation with staff at feeder elementary and high schools to ensure alignment with curriculum and academic programs.		N/A – costs covered above			Principal
ILT, SD	*Establish schedules and implement strategies that provide increased learning time.* • **Saturday School** – A majority of students in low performing schools are consistently under-performing on standardized academic assessments. Students need extended learning opportunities where they receive targeted intervention beyond what is offered during the school day. Funds will be used to implement Saturday school to support the academic needs of the larger population as a whole and to provide intervention to the highest need students. Saturday school will provide students with increased learning time, which research has shown will have a direct impact on improving student achievement. This is critical for a school with low student		**$238,140** *(Years 1-3)* [15 teachers x 21 weeks x 4 hrs / week x $63 / hr] **$31,752** *(Years 1-3)* [1 admin x 28 weeks x 6 hrs / week x $63 / hr]			Administrator

	proficiency rates like Stevenson, where approximately 80% are not proficient in Math and English. Saturday school instruction will focus on key areas where ELL students consistently score low. For instance, ELL students, on average answer 33% of questions correct on the mathematics CST related to Number Sense and Basic Operations such as multiplication and division. Another area of weakness is Measurement and Geometry, where students answer 29% of questions correct on average.		**$15,000** *(Years 1-3)* for instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies)			
ILT, SD	• **Summer Intervention Program** – Summer represents a critical opportunity for impacting/accelerating student achievement. Studies have demonstrated that children who lack engaging activities during the summer lose two months' grade-equivalent skills that have to be relearned when they return to school in the fall. Stevenson will implement a 4-week summer intervention program to provide academic support and skill building to students who do not demonstrate proficiency, with a particular focus on SpEd and ELL students (1%-2% ELA proficiency on 2009 CSTs, respectively). Intervention programs will focus on addressing key power standards in the strands of Reading Comprehension, Word Analysis and Vocabulary Development, and Writing. These CST ELA strands are the areas with the greatest impact and where students have the least success. For instance, ELLs answer just 35% of	*(Years 2-3 only)*	**$226,800** *(Years 2-3)* [15 teachers x 4 weeks x 30 hrs / week x $63 / hr] **$11,520** *(Years 2-3)* [4 campus aides x 4 weeks x 30 hrs / week x $12 / hr] **$6,000** *(Years 2-3)* for custodial services and supplies			Principal

	Reading Comprehension questions correct, 35% of Word Analysis and Vocabulary questions correct, and 30% of Writing questions correct. Part of the program will be dedicated to project-based learning and hands-on experiential learning in core subject areas.		**$40,000** *(Years 2-3)* for instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies)			
OF	• **Auxiliary Period** – The Partnership has found that before and after school intervention is not enough to accelerate the performance of students who are far below or below basic. Stevenson needs to have instructional experts push in to support students during the school day to ensure acceleration of performance. Funds will be used to provide opportunities for teachers to teach intervention during the school day for academically at-risk students using the tier model of intervention. Offer additional support on AVID, study skills and test preparation.		**$326,970** *(Years 1-3)* [10 teachers x 173 days x 1 hr / day x $63 / hr]			Principal
ILT IP SD	• **Math Intervention Teacher** – Hire a Math intervention teacher to develop an intervention curriculum which will cover two to three key standards five weeks in advance of when they will be covered in core classes. These will be administered during school and Saturday school. The intervention teacher will focus on helping 6th and 7th grade students acquire the necessary basic skills required to be		**$269,199** *(Years 1-3)*			Principal

	successful in Algebra 1 as an 8th grader. Currently, Stevenson only enrolls approximately 35% of 8th graders in Algebra 1. Our goal is to increase this by 15-20% per year over the next three years.					
	Provide appropriate social-emotional and community-oriented services and supports for students. We understand that student needs extend well beyond the classroom. As part of the restart model, Stevenson is implementing initiatives and programs that address the "whole child"—social-emotional as well as academic needs.					
PD **FCE**	• **Social-Emotional Training** – Hire an outside expert to provide the school staff (certificated and classified) with the skills they need to handle the severe social-emotional issues our students face (grief, crisis response, etc.), including culturally relevant training.		**$30,000** *(Years 1-3)* [stipend for consultant]			Principal
SD **FCE**	• **Intervention Counselor** – Hire an at-risk counselor to help our students cope with the social-emotional issues and trauma that they face as a result of growing up in this challenging community, where there is a high foster population, and gangs and drugs are ubiquitous. As a result, our students have extreme emotional and psychological needs that the existing staff is unable to adequately serve. Stevenson has done a remarkable job of reducing student suspensions; in fact they have only suspended 8 students this school year compared to 870 in 2007-08 SY. As such, the school is now dealing more directly with		**$89,733** *(Year 1 only)* PSA OT **$21,294** *(Year 1 only)*			Principal

	student's emotional needs and issues that may cause disruptions within the school day. The school is especially in need of trained adults able to deal with peer-to-peer conflict.					
IRR	*Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having intended impact on student achievement, and is modified if deemed ineffective.* • **Daily classroom observations by administrators:** Stevenson administrators, coaches, and coordinators visit classrooms to monitor the practice of teachers on an individual basis and offer support and written feedback.		NA			Principal
SD	• **Benchmark Assessments:** administrators and individual teachers monitor benchmark assessments to ensure students have received instruction on core curricular content.		NA			Principal
EMO, TA	*Implement a schoolwide "response-to-intervention" model.* As a Partnership school, Stevenson is provided professional development and technical support to implement the RTI model, inclusive of assessing the strengths/weaknesses of the general and special education instructional program, conducting a professional development needs assessment, and designing and monitoring a comprehensive intervention plan to address the unique needs of historically underperforming student sub-groups.		NA			Administrator
	Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that English Learner students acquire the English proficiency skills necessary to master academic content within a certain time period.					

EMO, TA, PD, IP	The Partnership ensures schools implement a research-based approach to supporting ELLs and students with disabilities by providing professional development, instructional coaching and feedback, teacher-led collaborative planning using the Lesson Study and Instructional Rounds models, and student progress monitoring. As part of its restart model, Stevenson will implement the following strategies:					
PD, SD	• **ELL Coach** – Hire an ELL Coach (start 1 week before school and ends 1 week after school) to train staff members in ELL strategies and techniques to bridge the gap between advanced ELL's and mainstream English classes, thereby increasing the number of students who are able to be reclassified. The Stevenson staff is currently unable to adequately serve the 34% of the student population who are ELLs, as evidenced by the fact that only 1% of ELL students are proficient in Math and English. Further, other student populations such as RFEPs have an upward trend in ELA proficiency on the CST, but ELL proficiency on the ELA CST has declined over the last 5 years from 3% proficiency to 1% proficient.		**$275,709** *(Years 1-3)*			Assistant Superintendent of Instruction / Principal
SD	• **Teaching Assistants** – Provide SpEd students with highly qualified site-based TA's to better meet their needs, which are not currently being met, as evidenced by 2% of SpEd students being proficient in English or Math.		**$96,750** *(Years 1-3)* [2 Teaching Assistants x $16,125]			Principal

IP, SD	• **Beyond The Block** – Implement the Beyond the Block program focused on serving at-risk students. This will include monthly presentations given through grade-level assemblies and/or classroom presentations that include discussion, video presentations, and interactive activities such as interviews, video diaries, art projects, and letter-writing/blogging. These meetings will focus on developing the empathy necessary for global awareness (Oxfam, 2006), identifying assets and strengths, and developing future goals. With help from Beyond the Block professionals, students will develop and implement their own service learning project benefitting the students in the Dominican Republic. The benefits of this program will specifically improve Learning Outcome #4: Encouraging Completion of High School and Post Secondary Education. Currently, only 52% of Stevenson's students report that they expect to graduate from 4-year college. Our goal is to increase this to 75%.		**$84,000** *(Years 1-3)* [consultant and program materials]			Principal
	Use and integrate technology based supports and interventions as part of the instructional program. Increasing access to information technology and improving teacher and student's capacity for its use are key components of the Partnership's restart model. Technology is a complement to excellent teaching; therefore, Stevenson is providing access to technology resources for students and staff as well as helping to build capacity through professional development.					

IP, SD	• **Read 180** – implement the Read 180 program to provide additional support to the 78% of students who are not reading at grade level. Read 180 will support improvement in key skill areas for English language arts including Reading Comprehension and Vocabulary Development, two of the lowest skill areas tested on the CST ELA for all students, but particularly for ELLs. **Computers –** purchase new computers so that students will be able to access Read 180		**$30,000** *(Year 1 only)* for site license **$15,000** *(Year 1 only)* for computers [15 x $1,000]			Principal
IP, SD	• **Online curriculum** – Purchase and utilize research based curriculum that target academically at-risk students to provide continuity of grade level standard curriculum. Program will include a pre- and post-test to measure growth. Student with additional needs will be identified and monitored through LAUSD's MyData reporting system. Programs to be used: Springboard Learning, APEX, Scholastic Guided Reading.		**$20,000** *(Year 1 only)* for Springboard Learning **$30,000** *(Years 1-3)* for APEX **$165,000** *(Years 1-3)* for Scholastic Guided Reading [$5,500 per kit x 10 kits]			Principal

IP, SD	• **Online curriculum training** – Hire a consultant to provide professional development to implement the various online curriculum and train teacher to maximize the program benefits.		**$45,000** *(Years 1-3)* [stipend for consultant]			Principal
SD	• **Video Equipment** – Purchase video equipment to film classroom instruction and professional development to stream on the school website as a resource for teacher trainings.		**$5,000** *(Year 1 only)* for video cameras **$3,000** *(Year 2 only)* for video cameras			Principal
IP, SD	• **Smartboards** – Provide smartboards for teachers so that they can enhance their lesson delivery using the tools that are available by the smartboards		**$48,000** *(Year 1 only)* [16 classrooms x $3000 / smart board]			Principal
SD	• **Computers for Administrators** – Provide updated laptops to administrators so they can effectively analyze student data and implement these technology initiatives.		**$7,200** *(Year 1 only)* [4 administrators x $1,800 / laptop]			Principal
	Improve student transition from middle to high school through summer transition programs or freshman academies.					
IP, ILT	• **Summer Bridge** – The transition from elementary to middle school is an important time in a student's academic career. Stevenson believes a summer bridge program is critical to the overall		**$126,000** *(Years 2-3 only)* [10 teachers x 20 days x 5 hrs x $63 / hr]			Principal

	academic success of the school because it will set expectations with incoming students regarding school culture, and provide an opportunity to assess their skill level in core subject areas. Funds will help the school implement a 4-week "Summer Bridge" program for students graduating from 5th grade to prepare them to enter middle school. For instance, last year 36% of 6th graders declined one or more proficiency levels in ELA compared to their 5th grade proficiency level, and 44% of 6th graders declined 1 or more proficiency levels in mathematics compared to their 5th grade proficiency level.		**$6,002** *(Years 2-3 only)* for custodial services and supplies **$10,000** *(Years 2-3 only)* for instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies)			
PD	*Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.* • **Data System Training** – To support data-driven instruction and establish performance driven cultures, the Partnership worked with LAUSD to develop and implement the MyData system. Partnership schools piloted the system and were critical in helping LAUSD customize the early warning indicators, custom group functions and site-based assessment tracking. The Partnership is committed to ensuring effective implementation of MyData; therefore Stevenson teachers and administrators will be trained on how to		N/A – training provided by PLAS staff			Assistant Superintendent of Instruction / Principal

	more effectively utilize LAUSD's MyData system, which can identify students who have received two Fs or more. Research has shown that these students have a significantly higher chance of eventually dropping out, so identifying them and implementing the appropriate interventions is crucial to decreasing the drop out rate.					
	Time and Support					
EMO, TA FCE	*Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.* Because low performing schools have for the most part been unsuccessful at engaging parents and community members, the Partnership is deliberate and focused in its efforts to involve parents, families and communities in transformation work. • **Parent and Community Engagement Grant** – One of the keys to increasing student achievement in low-performing urban schools is to increase the level of parent engagement in their children's education. Stevenson will form a Family Action Team, comprised of parents, students, teachers and staff who take responsibility for parent engagement. This Family Action Team will have access to funds and will decide how to best utilize this funding to increase the level of parent engagement at the school. Our goal is to improve parents' overall feelings of being welcomed on campus from 85% to 90% by June 2011.		**$30,000** *(Years 1-3)* [grant for parent engagement activities]			Principal

FCE	• **Parent Training** – Many of the parents at Stevenson may not have the time or skills to best support their children academically. We will collaborate with a community provider or non-profit (ex., LACOE) to develop and implement parent workshops designed to help parents provide a home environment that is most conducive to meeting their children's educational needs.		**$30,000** *(Years 1-3)* [stipend for trainer and materials]			Director of Family and Community Engagement
IP, SD ILT	*Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.* • **Before and After School program** – Implement an Advisory program before and after school that focuses on character building and other social / emotional developmental areas to better support our students and the severe challenges that they face. In addition, the school will offer an expanded selection of elective classes, such as video productions, sports, etc. In addition, teachers will also be able to provide tutoring to students who need it the most. This will bridge the gap between the time school ends and when parents return home from work, which research has shown is when students' needs are not being met. In addition, hire Champions to provide high-end enrichment classes such as chess, portable skate park, DJ'ing, martial arts and teambuilding. A fall and spring session would be available for up to 100 students with roughly 20 students per class, and classes would meet twice a week for 1 hour for 12 weeks.		**$264,600** *(Years 1-3)* [10 teachers x 28 weeks x 5 hrs / week x $66 / hr] **$131,774** *(Years 1-3)* for instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies) **$210,000** *(Years 1-3)* for Champions (Enrichment)			Principal

	Champions would provide all of the necessary equipment and instructors needed for each class. Only 77% of students reported that they were involved at their school on the school's survey in 2008-09. Our goal is to increase this to 85% by implementing programs to reach out to students who have traditionally not felt engaged or interested in staying after school for support.					
IP, SD	*Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.* • **Capturing Kids' Hearts** – Because building strong relationships between teachers and students has such a strong impact on student achievement, Stevenson will implement the Capturing Kids' Hearts training program (CKH). CKH is a key component of the Partnership's restart model. Capturing Kids' Hearts is a 3-day off-site learning experience that provides tools for staff to build positive, productive, trusting relationships among themselves and with their students. These processes can transform the classroom and campus environment, paving the way for high performance. In order to implement this program effectively, we will hire a consultant to provide a 3-day training session at the beginning of year for all staff, and mid-year for any new staff. The consultant will also evaluate the extent to which the program is being implemented		**$33,000** *(Years 1-3)* for trainers [$5 / student x 2200 students] **$234,117** *(Years 1-3)* for substitutes [100 teachers x 3 days x $260 / day]			Assistant Superintendent of Instruction / Principal

	with fidelity throughout the year. These processes can transform the classroom and campus environment, paving the way for high performance. Our goal is to improve the percentage of students that report "Adults at this school know my name" from 56% to 70% and "People at this school care if I am absent" from 64% to 75%.					
IP, SD	• **Student Materials** – Early research shows that positive reinforcements can have a strong influence on behavior and can make a significant impact on children. Therefore, we will set aside funding to create and implement student incentives to enhance positive behavior, such as college visits, field trips to gain exposure to various career paths, books, etc.		**$99,000** *(Years 1-3)* [$15 / student x 2200 students]			Principal
IP, SD	• **Classroom Libraries –** One of the Partnership's key priorities is to create literacy rich environments in all its classrooms. As part of its restart model, Stevenson will ensure all classrooms are print-rich and that students have access to an extensive collection of texts that are engaging, accessible and age appropriate for use in and out of class. Funds will be used to purchase lexile-level books to bolster the small number of books currently available in each classroom to provide additional access to grade-level appropriate books for our students.		**$51,909** *(Year 1 only)* [2200 students x $25 / student]			Principal

PD, SD	• **Drug Prevention** – Provide funding to enable a trained teacher to work an extra period so they can effectively implement IMPACT, a drug prevention program for teachers to provide academic support program within the school day.		**$51,000** *(Years 1-3)* [stipend for teacher plus program materials]			Principal

Implementation Chart for a Tier I or Tier II School

Directions: Please respond to the elements listed below for the School Improvement Grant application.

School: **Stevenson MS** [X] **Tier I** [ ] Tier II

Intervention Model: [ ] Turnaround [X] **Restart** [ ] Transformation

Recruitment, Screening, and Selection of External Provider

Describe the process for ensuring the quality of the external provider [Education Management Organization (EMO)]

The Partnership for Los Angeles Schools is a 501c3 non-profit organization that began serving Stevenson Middle School on July 1, 2008. The Partnership was selected by the LAUSD School Board to manage Stevenson through a high quality and rigorous process. The Partnership submitted to the LAUSD Board a detailed framework for how it would accelerate student achievement at Stevenson and also committed to be held accountable by the LAUSD School Board for dramatically accelerating student achievement and increasing student safety at Stevenson. Before taking management authority at Stevenson, the Partnership put together a high quality senior leadership team that included education leaders whom had delivered increased student achievement results both in traditional school districts and in charter schools. The Mayor of Los Angeles launched the Partnership and is deeply committed to its success. The Partnership's CEO is the former President of Green Dot Public Schools (a leading charter operator) and its Superintendent of Instruction was a former Assistant Superintendent in San Diego Unified School District. The Partnership also secured close to $60 million over ten years in financial commitments to transform Stevenson and other low performing schools in LAUSD before it began directly managing Stevenson. The Partnership did extensive outreach to the Stevenson school community before LAUSD agreed that the Partnership would be the external provider to operate Stevenson. The Partnership spent months reaching out to the Stevenson school community and the teachers and the parents voted to approve the Partnership as the external provider for Stevenson. To begin serving Stevenson, LAUSD also required the Partnership to submit copies of the Partnership's Articles of Incorporation, Bylaws, and Certificate of Incorporation evidencing the Partnership's incorporation as a non-profit corporation.

The Partnership proved to LAUSD that it had the plan, the leadership team, the funding and the school community buy-in necessary to successfully restart and transform Stevenson Middle School. The Partnership is considered a Network Partner working through LAUSD's iDesign division and signed a 5-year Memorandum of Understanding (MOU) with LAUSD. This MOU lays out the terms of the agreement between LAUSD and the Partnership and helps ensure that the Partnership delivers accelerated student academic achievement at Stevenson. The MOU holds the Partnership accountable to the LAUSD Board, and contains a performance management agreement that defines the performance metrics to which Stevenson and the Partnership will be held accountable. To ensure continued quality, the Partnership submits an annual plan that outlines the budget, programmatic milestones and deliverables for Stevenson to LAUSD. Annually, the Partnership also submits a report on Stevenson's performance as well as the Partnership's financial statement audit. Any material updates to the Partnership's restart model and to its financial and administrative procedures are also delivered regularly to LAUSD.

Recruitment, Screening, and Selection of External Provider
LAUSD reviews the School Report Card for Stevenson annually to monitor improvements in student achievement and has controls in place to intervene if Stevenson is not improving under the management of the Partnership. Through the MOU, LAUSD can intervene in the Partnership's management of Stevenson if there are *dramatic* decreases in student achievement or *material* problems with the financial management of the school. Three years into the five year term of the MOU, if Stevenson has substantially failed to meet the performance agreement metrics laid out in the MOU, the school could vote to terminate its relationship with the Partnership. The MOU also lays out a process for renewal of the MOU for another five years if the Partnership's management at Stevenson is leading to accelerated academic achievement.
Describe the process that will be undertaken to recruit, screen, and select external providers, including specific criteria such as experience, qualifications, and record of effectiveness in providing support for school improvement
As described above, LAUSD has already chosen the Partnership for Los Angeles Schools to be the external provider to operate Stevenson Middle School. LAUSD entered into a 5 year contract with the Partnership to manage Stevenson MS beginning July 1, 2008. In choosing the Partnership to manage Stevenson, LAUSD reviewed the Partnership's school restart framework, the qualifications and track record of the Partnership's leadership team, the funding the Partnership had secured, the Partnership's unique relationship with the Mayor and City of Los Angeles, and the Partnership's capacity to accelerate achievement at Stevenson. The Partnership's team was background checked and a team at LAUSD reviewed and evaluated the following criteria related to choosing the Partnership as an external provider: • Business qualifications – Partnership's number of years as a non-profit school management organization; the Partnership team's track record and specific experience with public school turnaround and transformation; depth and extent of the Partnership's local presence in Stevenson's area; explicit support through votes for the Partnership from teachers and parents; and a description of the relationships the Partnership has established with local community groups; • Personnel qualifications - background and professional qualifications of Partnership personnel assigned to work with Stevenson including description of responsibilities, related experiences and references; • Financial qualifications – financial viability of the Partnership and fundraising received by the Partnership to date. • Experience with implementing instructional and operational strategies to improve student achievement; experience with full range of responsibilities contemplated for school management and support, performance on other school transformation efforts including data on student data performance measurements monitoring and benchmarking, teacher support and professional development, school site leadership and governance development, community relationships and parent involvement. The Partnership's early success to date at Stevenson gives LAUSD confidence that the Partnership will continue to be a quality external provider for Stevenson Middle School

Recruitment, Screening, and Selection of External Provider

Indicate whether the EMO or external provider has previously provided support to the school, or whether they are new to the LEA

The Partnership for Los Angeles Schools (PLAS) began supporting Stevenson MS in July 2008. In addition, the organization provides support to 11 other schools within the Los Angeles Unified School District. As mentioned, the Partnership will begin managing three more schools beginning in July of 2010.

Indicate evidence of the EMO's effectiveness to date

On July 1, 2008, the Partnership took control of ten schools—a combination of elementary, middle, and high schools—under a Memorandum of Understanding (MOU) approved by the Los Angeles Unified Board of Education. In fall 2009, the Partnership took over management of two new small high schools, and this July 2010, the Partnership will add another three schools to its existing network. Combined, these 15 schools serve 20,000 students and close to 1,650 employees. All of the schools the Partnership manages are among LAUSD's persistently lowest performing schools and are ones that have struggled for many years under the management of LAUSD and been unable to dramatically accelerate student achievement. However, under the management of the Partnership, our original 10 schools achieved strong academic results after just one year of support:

.

- The average API growth across all Partnership schools was 17 points, which outpaced the state, LAUSD, and comparable LAUSD Local Districts. 99th Street Elementary School, located in South Los Angeles, was in the top 2% in terms of API growth among all 469 district elementary schools and Hollenbeck MS, in East Los Angeles, was in the top 5% of all LAUSD middle schools.
- California Standards Tests (CST): 9 of 10 schools improved their proficiency rates in English Language Arts, 8 of 10 schools improved in math, 8 of 10 schools improved in Science and 5 of 6 schools improved in History-Social Science.
- The 4-year graduation rates increased from 37% to 42% at Partnership high schools.
- Partnership high schools experienced an increase of 4% in the number of 9th graders on-track to graduation (from 60% to 64%).
- Identified dozens of gifted students (GATE) whom the school district failed to identify.
- The percentage of 8th graders passing Algebra 1 increased 5% from 56% to 61% across all our middle schools.

Since the Partnership began collaborating with Stevenson MS, a new administrative team has been hired, which includes the principal and three assistant principals. PLAS also worked with LAUSD to create a certificated administrative position called an Instructional Specialist. The Instructional Specialist is an administrator who focuses at least 75% of his/her time specifically on improving the instructional program. The creation of this position allowed for greater flexibility to hire staff with the instructional expertise needed to address areas of improvement related to teacher professional development, curriculum development, curriculum alignment, supporting teacher common planning time and developing formative assessments. Together with PLAS' instructional experts, the administrative team has revamped teacher professional development to focus on improving teacher lesson planning, teaching classroom teachers how to incorporate high yield instructional strategies into their instructional repertoire and providing common planning time for teachers to work together on developing model lessons, mapping curriculum and using assessment results to guide instruction.

Recruitment, Screening, and Selection of External Provider
Periodic Assessment results in the core content areas of English language Arts, mathematics and history-social science indicates that the supports that have been put in place for teachers are leading to improved classroom practices and increased student engagement, and as a result, stronger gains in student achievement can be seen. • Stevenson's 2008-09 CST English language arts proficiency rate was 22.3%. The average proficiency rate across all three ELA periodic assessments for 2009-10 is 24.4%. • 2008-09 CST mathematics proficiency rate was 18.8%. 2009-10 mathematics benchmark assessments show students with an average proficiency rate of 25.9%. • 2008-09 CST history-social science proficiency rate was 21.7%. 2009-10 history-social science benchmark assessment results show students at an average proficiency rate of 39.8%. Other positive indicators of school improvement include having one of the highest middle school attendance rates in the district (96.6%). Stevenson has also dramatically reduced their year-to-date suspension rate over the last two years. Stevenson's 2009-10 YTD suspension rate is 0.4%. They have suspended only 8 students this year. In the year before the partnership began with the school (2007-08), the school suspended approximately 800 students.

Hillcrest Drive

Elementary School

Los Angeles Unified School District

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Required Component Acronym Legend: Transformation				
RP	Replace the principal who led the school prior to commencement of the transformed model.		**SD**	Promote the continuous use of student data.
ES	Use rigorous, transparent, and equitable evaluation systems for teachers and principals		**ILT**	Provide increased learning time.
IRR	Identify and reward school leaders, teacher, and other staff and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.		**FCE**	Provide ongoing mechanisms for family and community engagement.
PD	Provide staff ongoing job-embedded professional development.		**OF**	Give the school sufficient operational flexibility.
RPR	Implement strategies that are designed to recruit, place, and retain staff.		**TA**	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.
IP	Use data to identify and implement a new instructional program.			

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Hillcrest Center for Enriched Studies Elementary [X] Tier I [ ] Tier II

Intervention Model: [ ] Turnaround [ ] Restart [X] Transformation

Total FTE required: 5.5 LEA 9 School _____ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs **School**	**LEA**	Resources	Oversight
ILT **SD** **RP**	Extend the school day to increase student achievement based upon current data proficiency rates of 20% in ELA and 27.6% in math. Principal has been replaced and is implementing reform efforts.	Sept.2010-June 2013	Teacher X Time **$1,300,236** *(Years 1-3)*			Principal Leadership team
ES **TA** **IRR** **RPR** **OF**	**Transparent, rigorous, and equitable evaluation systems for teachers and principals:** In alignment and coordination with the District's larger initiative entitled *Building Our Certificated Employee Development System* (see Attachment X), we will develop new or adapt existing research-based observation rubrics and corresponding protocols to replace the current approach for evaluating teachers, and our current evaluation form and process for school leaders. One key piece of the new protocols will include observation and review by expert peers or 'Teacher Leaders,' in addition to administrator observations so that teachers will have multiple observations of professional practice. Further, the rubrics we will Prototype will involve collecting evidence of	Sept. 2010-June 2011	Teacher and Admin X Time **$352,350** *(Years 1-3)* Classified Incentives **$36,000** *(Years 1-3)*	$68,835		Sup. Office Principal Leadership team

	professional practice reflective of student achievement and increased high school graduation rates (e.g., lesson plans, sample student work). We will also develop and incorporate measures of each individual educator's contributions to student learning (with a focus on increasing student achievement and/or high school graduation rates), including approaches that use open-ended student assessments (e.g., standardized writing assignments) and closed-ended student assessments (e.g., formative assessments, California Standards Tests). We will develop mechanisms for incorporating the feedback of students and parents into teacher reviews. Further, we will develop an approach to incorporating feedback from students, parents and school site employees into school leader reviews. Finally, we will develop a mechanism for measuring an educator's contribution to his/her school community as part of the review process.					
IRR RPR	Provide teacher incentives for piloting teacher effectiveness evaluation models and professional growth.	July 2010 June 2013	No Cost			Principal Leadership team
	Institute a system for all teachers to reflect and develop Personalized Professional Learning Plans. This will occur monthly throughout the academic year during bank time.	July 2010 June 2013				Principal

ILT	An office technician is needed to provide additional clerical support to support the extended day program.	July 2010 June 2013	**$139,950** *(Years 1-3)* for Office Technician			
IP SD	Data team will monitor the data on a monthly basis. The Data team will work with individuals and grade level teams to adjust and drive instruction through use of the data.	July 2010 June 2013	**$36,000** *(Years 1-3)* in X time is needed for 10 teachers to meet monthly after school for 2 hours.			Principal Leadership team
PD SD IP	HCES will expand teacher's content knowledge by providing the following PD based upon the following measures: • Proficiency level of 20% ELA and 26.9 in mathematics. • Periodic Assessments • 3% reclassification rate of EL students • 0% proficiency rate for special education • School continues to retain its Program Improvement status (5+) • Teacher observational data and the analysis of student work shows the majority of students are not fluent readers. In mathematics students' numeracy skills need to be strengthened.	July 2010- June 2013			Old SIG provided $20,000 in X time for leadership team to meet. $15,000 per year (1 day of X time for 45 teachers) Old SIG grant (Program code pending as of 5/20/10) to pay teachers during summer 2010.	Principal Leadership team

PD	The leadership team will plan and organize the PD based upon the data listed above. PD will include: o Review and continue to understand component/instructional strategies that ensure full implementation of the *enVision* math program in grades K-5.	July 2010-June 2013 July 2011-June 2013	**$150,000** *(Years 1-3)* is needed in X time for 10 teachers to meet weekly throughout the year. **$380,000** *(Years 2-3)* (X time for 45 teachers)		Title I purchased Instructional Coach will lead PD.	Principal Leadership team
PD	• Conduct pilot with a small group of teachers to implement the Literacy Framework in the Primary Academy (K-2). Training will include access strategies, organizational structure of the classroom, and utilization of leveled-text. Materials to implement the Literacy Framework such as leveled-literacy libraries, assessment, and intervention will need to be purchased.	July 2010	**$24,000** *(Year 1)* is needed for instructional materials for two kits. .		Old SIG provided $24,000 for instructional materials -for two kits. Magnet budget provided $12,000 for instructional materials-for one kit. $3,400 for 2 days for 5 teachers Old SIG grant (Program code pending as of 5/20/10) to pay teachers during summer 2010. Title I provided instructional coach to support the work	Principal Leadership team

PD	• Conduct and continue to refine training to implement the Literacy Framework in the Primary Academy (K-2). Training will include access strategies, organizational structure of the classroom and utilization of leveled-text. Materials to implement the Literacy Framework such as leveled-literacy libraries, assessment, and intervention will need to be purchased.	July 2011-June 2013	**$170,000** *(Years 2-3)* is needed for years two and three for instructional materials for 15 Systems.			Principal Leadership team
	• Continue to ensure implementation of Literacy Framework in the Primary Academy (K-2) throughout the school year during psychomotor time.	Sept. 2010-June 2013				Principal Leadership team
PD	• Conduct and refine training to implement the use of leveled-readers (Grades 3-5) in order to provide differentiated instruction.	July 2011 and July 2012	No Cost			Principal Leadership team
PD	• Provide release time for teachers to meet, conduct classroom visitations or mentor.	Sept. 2010-June 2013	**$117,060** *(Years 1-3)* pays for 150 days of sub time per year.			Principal Leadership team
PD	• Provide PD to continue to integrate AEMP strategies throughout the curriculum in the areas of Culturally Relevant and Responsive Pedagogy,	Sept. 2010-June 2013	**$36,400** *(Years 1-3)* for reference and			Principal Leadership team

	Mainstream English Language Development to support the SELs that comprise 60% of the student population. Reference materials that support AEMP strategies are needed to expand the professional learning library.		instructional materials.			
PD	• Conduct and refine ELD Practicum training to increase the reclassification rate of English Learners. Teachers will review how to differentiate instruction based on ELD levels, use of Thinking Maps, SDAIE and Task-Based Language Learning. For teachers who have not been trained sub days will be provided. Reproduction cost for materials will be an added factor.	Sept. 2010-June 2013	**$148,296** *Years 1-3* for teacher materials and IMA for instructional materials to support intervention classes		Bilingual Coordinator is purchased through the school's Title III budget. In addition a Title III Coordinator is funded by the district.	Principal Leadership team
PD IP	• Train teachers to implement Response to Instruction and Intervention school wide.	Sept. 2011-June 2013				Principal Leadership team
PD	• Train teachers during the summer and throughout the school year to utilize the Personalized Learning Plans for each student to ensure an increase in the proficiency rate.	July 2011-June 2013			Title I will pay for a half time Intervention Coordinator to support this work.	Principal Leadership team
PD	• Increase the proficiency rate through the continuous use of data by training teachers on the use of MyData as a formative assessment tools to monitor student progress and modify	July 2011-June 2013				Principal Leadership team

	instruction. To ensure full implementation the following is needed:					
SD IP	- Implementation fee for DIBELS assessment	Sept. 2010-June 2013	**$3,000** *(Years 1-3)*		Old SIG and Magnet budget was used to support additional purchase of computer/printers	Principal Leadership team
SD IP	45 computers are needed for daily use in downloading student data and record keeping of student progress	Sept. 2010	**$50,000** *(Year 1)* for 45 computer/ printer bundle.			Principal Leadership team
SD IP	45 printers are needed for daily use for printing student reports that will be analyzed and kept in students' Personalized Learning Portfolios.	Sept.2010				Principal Leadership team
SD IP ILT	Waterford Diagnostic and Early Learning program is needed to personalize instruction that allows students to attain literacy skills based upon individual progress.	Sept.2010				Principal Leadership team
	• Software, license agreement server to implement program	Sept 2010	**$50,000** *(Year 1)*			
	• 72 computers are needed in twenty K-2 classrooms in year 1	Sept.2010	**$72,000** *(Year 1)*			
	• 40 computers are needed in 10 grade 3-5 classrooms in years 2 and 3.	Sept.2010	**$80,000** *(Year 1)*			
SD IP ILT	Pearson Success Maker is needed to personalize instruction that	Sept.2010	**$1600** *(Year 1 only)* For Pearson		Old SIG paid $1600 for the licensing agreement Funded by the Mind	Principal Leadership team

	allows students to attain skills in all core subject areas based upon individual progress.		Success Maker license		Research Institute	Principal Instruction Coach
SD IP ILT	Math ST is a computer based program that supports the enVision math curriculum to support all students.	Sept. 2010-June 2013	No Cost			Principal Leadership team
SD IP ILT	Read Well and Breaking the Code is needed to increase the achievement of Tier 3 students whose needs were unable to be met in General Education classes.	Sept. 2010-June 2013	**$15,000** *(Years 1-3)* is needed annually to purchase these materials			Principal Leadership team
SD IP	Hire an Information System Support Assistant will perform duties associated with the installation of computers, updating and checking hardware, system software and computer	Sept. 2010-June 2013	**$162,609** *(Years 1-3)*			Principal Leadership team
PD IP	Develop curriculum for each Academy that is project-based and standards aligned. Curriculum development will continue through the school year during bank time, grade level meeting and lesson study.	Sept. 2011-June 2013				Principal Leadership team
PD	Provide additional Professional Development that ensures a systemic behavior management plan is in place school wide to foster learning and student achievement. All staff members (certificated and classified) will participate in reviewing and revising the	Sept. 2010-June 2013				Principal Leadership team

	plan.					
IP SD	Provide intervention and support to all students to prevent "slippage" into a lower performance band and increase students' proficiency at the lower bands. The following personnel and materials will be needed:					
IP SD	• A Problem Solving Data Coach is needed to provide support in using a process that utilizes all resources within the school to create single well-integrated system of instruction and intervention informed by student outcome data.	Sept. 2010-June 2013	**$274,704** *(Years 1-3)* is needed for a Problem Solving Data Coach			Principal Leadership team
SD IP	• A PSA counselor is needed to develop and monitor individualized student attendance plans, individual and group counseling, parenting groups/workshops, and home visits.	Sept. 2010-June 2013	**$293,646** *(Years 1-3)* is needed for a PSA counselor			Principal Leadership team
SD IP	• A counselor is needed to assist in the analysis of data, help students utilize the educational opportunities of the school and develops programs to address student attitudes such as goal setting, and peer relationships	Sept. 2010-June 2013	**$283,389** *(Years 1-3)* is needed for a K-5 counselor			Principal Leadership team
IP SD	• Two teachers are needed to implement RtI^2 intervention that supports the core program while providing targeted assistance to students.	Sept. 2010-June 2013	Intervention Teachers **$538,398** *(Years 1-3)*			Principal Leadership team

ILT	• Offer intervention and enrichment to all students from 3:00 to 4:30 three days a week. Approximately 80 percent of students at Hillcrest that score at Basic or Below on CST will work in small groups on skills that will move them into the Proficient range. Enrichment classes will be offered to students that are Proficient or above.	Sept. 2011-June 2013	**$270,000** *(Years 1-3)* is to conduct afterschool intervention and enrichment for 45 teachers at 1.5 hours for 3 days a week for 8 weeks.			Principal Leadership team
ILT	• Provide 80 hour summer intervention program for at risk students transitioning from grade to grade in grade 1-5 in math and language arts.	Sept. 2011-June 2013				Principal Leadership team
ILT	• The following materials are needed to implement the intervention: Touch Math Voyager	Sept. 2010-June 2013	**$80,000** *(Years 1-3)* is needed to purchase materials		Old SIG will provide funding for summer program July 2010	Principal Leadership team
ILT	• Hire 2 teaching assistants to work with students to increase student achievement	Sept. 2010-June 2013	**$75,702** *(Years 1-3)* is needed to purchase 2 teaching assistants			Principal Leadership team

ILT ILT	• Provide custodial overtime to ensure the campus is clean and orderly. • Purchase custodial supplies to ensure the campus is clean and orderly.	Sept. 2010-June 2013	**$15,000** *(Years 1-3)* is needed to compensate custodians for additional hours			Principal Principal
IP SD	• Hire 1 music teacher for two days to provide intervention through the integration of the arts in the thematic and project based units of the curriculum.	Sept. 2010-June 2013	**$105,927** *(Years 1-3)* is needed for the purchase of the music teacher annually.		District provides matched funds to ensure students receive services.	Principal Leadership team
SD IP	• Hire 1 Psychologist for 3 days weekly to provide observation and assessment of students in social/emotional, fine and gross motor, behavioral, and academic development and achievement.	Sept. 2010-June 2013	**$186,369** *(Years 1-3)* is needed to purchase the Psychologist services		Title I funds pay for 1 day and the District pays for 1 day so that HCES will have Psychologist services 5 days weekly.	Principal APEIS
IP SD	• Hire 30 buses for curricular trips to expand the experience base of all students so as to increase their abilities to make connections with school learning and texts.	Sept 2010-June 2011	**$12,000** *(Year 1)* is needed to hire the buses at $400 a bus		State Comp Ed funds will finance the buses in years 2 and 3	Principal Grade Level Chairs
IP SD	• Contract Inner City Arts and the Hosanna Players Repertory Theatre to supplement the Arts curriculum of	Sept 2010-June 2011	**$14,000** *(Year 1)* is needed for		State Comp Ed funds will finance both groups in years 2 and 3	Principal Visual and Performing Arts

	the Visual and Performing Arts Academy.		the Inner City Arts Program and Hosanna Players Repertory Theatre			Academy Lead Teacher
ILT	• Finance curricular trip travel expenses to Washington, D.C. for the 5th graders and to Sacramento for the 4th graders in the Civic Responsibility Academy to expand their content knowledge of the United States and of California.	Sept 2010-June 2011	**$32,000** *(Year 1)* is needed to finance both trips		Student Body, PTA and HCES Booster Club will finance the trips in years 2 and 3.	Principal Civic Responsibility Academy Lead Teacher
IP SD	• Purchase Scholastic Read 180 Program to address the needs of Tier 3 students in grades 3-5. This program will increase their ELA proficiency.	Sept 2010-June 2011	**$69,000** *(Year 1)* is needed to purchase the Scholastic Read 180 Program			Principal 2 Intervention Teachers
FCE	• Conduct three Saturday events to engage the community with school activities. These events will involve committees made up of all stakeholders coming together to plan events that showcase the school and the students, provide information about community services, facilitate faculty, student, family and community interactions.	Sept 2010-June 2011	**$6,000** *(Year 1)*		Student Body, PTA and HCES Booster Club will finance the events in years 2 and 3.	Principal Leadership Team Governance Board
FCE	• Elected parent representatives will serve as members of the HCES Governance Board, and other advisory councils such as the School	Sept 2010-June 2013			HCES Parent Involvement Budget will match this funding each year.	Principal Leadership Team Governance

	Site Council to collaboratively work with school leadership to shape HCES, and monitor the implementation of HCES's vision and mission. .					Board
ILT	• Collaborate with Dorsey High School to have students work with HCES teachers in HCES's last period of the day to tutor students, and to read aloud to selected HCES students after school in the Reading Buddies Program.	Sept 2010-June 2013	None			Principal Coordinating teachers from both schools
FCE	• Provide parent workshops and other learning opportunities either directly or through educational alliances. Parents will be able to utilize our Parent Center for community meetings, workshops and trainings so that they may become active participants in their child's education.	Sept 2010-June 2013	None			Principal Leadership Team Governance Board
FCE	• Provide training for parents to assist HCES in the classrooms as tutors and teacher assistants, on the playground as supervisors, and on curricular trips as chaperones.	Sept 2010-June 2013			HCES Parent Involvement Budget will match this funding in each year.	Principal Leadership Team Governance Board
FCE	• Provide open communication and involvement with the school community through newsletters, flyers, emails, the Connect ED phone system, as well as parent teacher conferences, Back to School Night, Math and Literacy Night, Science Evenings with USC's Iridescent Science Program and afternoon	Sept 2010-June 2013	None		Title I funds will finance the printing of the materials.	Principal Leadership Team Governance Board

	Academic Fairs.					
FCE	• Prepare a HCES pamphlet that describes HCES and a handbook that provides information about school guidelines. Both these items will be available at registration and in the school office as information sources about HCES for the community.	Sept 2010-June 2013	None		Title I funds will finance the printing of the materials.	Principal Leadership Team Governance Board
FCE	• Involve parents in the effort to increase student achievement by encouraging participation in CEAC and ELAC. Train the CEAC and ELAC committee members so that they can advise the principal on budget resources and development of effective educational programs for raising the achievement of disadvantaged students.	Sept 2010-June 2013	$9,000 *(Years 1- 3)* for IMA for parent training sessions		Title I and LEP funds will match this funding each year.	Principal Leadership Team Governance Board

Gardena

Senior High School

Los Angeles Unified School District

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

Required Component Acronym Legend: Transformation				
RP	Replace the principal who led the school prior to commencement of the transformed model.		**SD**	Promote the continuous use of student data.
ES	Use rigorous, transparent, and equitable evaluation systems for teachers and principals		**ILT**	Provide increased learning time.
IRR	Identify and reward school leaders, teacher, and other staff and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.		**FCE**	Provide ongoing mechanisms for family and community engagement.
PD	Provide staff ongoing job-embedded professional development.		**OF**	Give the school sufficient operational flexibility.
RPR	Implement strategies that are designed to recruit, place, and retain staff.		**TA**	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.
IP	Use data to identify and implement a new instructional program.			

School: Gardena High School

[ ] Tier I [X] Tier II

Intervention Model: [ ] Turnaround [ ] Restart [**X**] Transformation

Total FTE required: 6.5 LEA 5 School _____ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs **School**	Projected Costs **LEA**	Resources	Oversight
RP	Principal has been at the school less than two years and has been implementing reform efforts.	Sept. 2010 to June 2013	N/A			School Improvement Grant Office Local District Superintendent
PD	**<u>Professional development:</u>** In an effort to provide instructional staff ongoing, high-quality, job embedded professional development that is aligned with the school's comprehensive instructional program. Gardena High School will contract with UCLA Center X for training in the Professional Learning Community/Critical Friends Protocols.	Summer 2010 to June 2013	**$75,000** (Years 1-3) for UCLA contract= 5 days for 25 staff to attend each year.			Principal Assistant Principals Instructional Coaches Data Coordinator Instructional

PD **IP** **SD**	In addition, teachers will be provided Professional Development on use of: 1. AVID methodologies, data analysis 2. Concept Lessons and Instructional Guides. 3. Creation of pacing plans and additional differentiation to address student needs. 4. Search based SDAIE and Culturally Relevant and Responsive Education [CRRE] Access Strategies: • Advanced Graphic Organizers • Instructional Conversations • Cooperative Learning • Academic Vocabulary 5. The development of common Formative Assessments to monitor progress between the periodic assessments to ensure progress and immediate adjustment to instruction based on the data. 6. MyData Information system: departments and SLCs will use system to provide multiple data sources to assess student progress and make adjustments to instruction throughout the school year. Information includes:					Support Specialist Principal Leader School Site Council

	• CST Performance Level Data • CST Subscore Data • Periodic Assessment Data • Attendance Data • Grades • Demographics [language proficiency, poverty status, ethnicity] • A-G Completion Rates • AP Enrollment and Pass Rates • Behavioral Data • School-Created Common Assessments					
SD **PD** **RPR**	Teachers will meet every Tuesday in small groups for ongoing professional growth using the Critical Friends/Professional Learning Communities protocols.		Admin X time **30,945** (27,735 + 3,210) (Years 1-3)			
PD **RPR** **IRR** **PD**	**Sub-Days /Professional Development teacher days** will allow teachers to attend trainings and planning for the implementation during the school day. **X or Z time** will compensate teachers to attend trainings and planning sessions for the implementation outside of the normal teaching basis. **Instructional Coaches** to provide ongoing, job-embedded professional learning opportunities that deepen teacher understanding of grade level standards, content knowledge and		Sub Days **156,081** (103,824 + 52,257) (Years 1-3)		Title 1- $12,200 Title 1 2 positions= $179, 466	

	content-specific pedagogy.					

PD **IP** **SD** **RPR** **ES** **TA**	In order to institute a system for measuring changes in instructional practices resulting from professional development the following will be implemented and used to evaluate: • Panther Walks tied to implementation of professional development (Peer Observations) • Student data (CST Scores, CAHSEE Pass rates, Periodic Assessments, Student Grades) **Transparent, rigorous, and equitable evaluation systems for teachers and principals:** In alignment and coordination with the District's larger initiative entitled *Building Our Certificated Employee Development System* (see Attachment X), we will develop new or adapt existing research-based observation rubrics and corresponding protocols to replace the current approach for evaluating teachers, and our current evaluation form and process for school leaders. One key piece of the new protocols will include observation and review by expert peers or			$68,835		

	'Teacher Leaders,' in addition to administrator observations so that teachers will have multiple observations of professional practice. Further, the rubrics we will Prototype will involve collecting evidence of professional practice reflective of student achievement and increased high school graduation rates (e.g., lesson plans, sample student work). We will also develop and incorporate measures of each individual educator's contributions to student learning (with a focus on increasing student achievement and/or high school graduation rates), including approaches that use open-ended student assessments (e.g., standardized writing assignments) and closed-ended student assessments (e.g., formative assessments, California Standards Tests). We will develop mechanisms for incorporating the feedback of students and parents into teacher reviews. Further, we will develop an approach to incorporating feedback from students, parents and school site employees into school leader reviews. Finally, we will develop a mechanism for measuring an educator's contribution to his/her school community as part of the review process.	**SY 2010-2011 –** Prototyping: As part of a district-wide effort, two groups of schools will be involved in the Prototyping of new evaluation systems in LAUSD during SY 2010-2011. The first includes schools involved in this School Improvement Grant. The second group will include a small set of voluntary schools. Participating schools will 'beta test' new evaluation				

IRR	**Identifying and rewarding (incentivizing) teachers and leaders who have increased student achievement and/or high school graduation rates:** Using the evaluation systems developed in the Prototyping process, we will identify effective teachers and leaders who have increased student achievement and/or high school graduation rates. In consultation with the teachers and leaders at each school, we will then design an approach for rewarding these teachers and leaders. Each school will use have rewards for individual educators, groups of educators (e.g., teachers in the same subject and grade), and/or the entire school. These rewards will come from a defined pool. All teachers and leaders will know exactly what their individual, group or whole school targets are at the beginning of the school year. They will also be given mid-year indicators of progress toward the targets to know if they are on track or not.	protocols. We have designed prototyping efforts in consultation with the Los Angeles Educational Research Consortium so that we can isolate the quality and efficacy of these new protocols as we design the approach that will be fully implemented in the School Improvement Grant schools in SY 2011-2012. For instance, we will not use the same observation rubrics and protocols with all teachers in	Effective Teacher Stipend **187,500** (Years 1-3)			

IRR	**Individual Growth Plans & high-quality, job-embedded professional development:** Each teacher and school leader will participate in Individual Growth Planning, tying each educator's previous and current evaluations to actionable goals and activities each year. These plans will include education (attending classes and workshops), exposure (watching someone else demonstrate excellence in the development area) and experience (targeted attempts at trying out new skills in one's role as a teacher or school leader). Some subject-specific, grade-specific, and school-wide professional development will be developed based upon common goal areas in teacher and leader Individual Growth Plans. Teachers and leaders will receive incentives for developing and executing their plans. Teachers and leaders will be supported by their administrative supervisors or by a Teacher Leader as they develop and execute their plans. **Removing teachers, who after ample opportunities to improve have not done so:** Based upon full implementation of the new evaluation systems in 2011-2012, we will provide intensive support to teachers who need substantial	the Prototyping Phase. Instead, we will divide the teachers into groups. Some of the groups will work with the prospective new frameworks being recommended by a multi-stakeholder Steering Committee and a Technical Advisory Group that includes experts in various methods of teacher and school leader evaluation systems. As a comparison, one of the groups will use	Teacher Effectiveness Task Force Model Stipend **1,045,968** (937,500 + 108,468) (Years 1-3)			

IRR **ES** **RPR** **PD** **RPR** **IRR**	improvement. These teachers will receive additional coaching in the development and execution of their Individual Growth Plans. If such teachers do not improve (according to criteria to be determined in consultation with our collective bargaining partners, and the teachers and leaders at each school), they then will be removed from the school. **Opportunities for promotion and career growth:** • **Teacher Leaders:** We will identify highly effective teachers to be Teacher Leaders, involved in teacher observations and reviews for the new evaluation systems. These teachers could work as classroom teachers and also spend time as Teacher Leaders conducting observations and follow-up consultations during the school year. These teachers will receive compensation for their additional work. • **National Board Certified Teachers:** Each school has several National Board Certified Teachers. National Board Certification is award to teachers who demonstrate effectiveness in the classroom. In addition to a 7.5% salary increase for being certified, these teachers are eligible for an additional 7.5% salary	our current STULL form. We will include high schools, middle schools and elementary schools so that we can study which approaches work best at each school level. Further, we will not only analyze quantitative data about how well these new approaches are working vis-à-vis student achievement and graduation rates, but we will also gather feedback from participating teachers, reviewers, principals,				

	increase for providing 92 hours of service. At SIG schools, at least half of these hours will be dedicated to supporting fellow teachers in the development and implementation of Individual Growth Plans, and/or in providing job-embedded professional development in alignment with this grant.	parents and students. From the quantitative and qualitative analyses during the Prototyping phase, which will carefully involve the input of teachers and leaders, we will collectively design the new system to be used in SY 2011-2012 and SY 2012-2013. **SY 2011-2012 and SY 2012-2013 –** Implementing the new systems: In SY 2011-2012 and SY 2012-2013, we will implement new evaluation systems for our teachers and leaders in the School				

		Improvement Grant schools. Following from the Prototyping process described above, these evaluation systems will (a) take into account student growth as a significant factor (details to be determined during the Prototyping process), (b) include multiple observations of performance, and (c) include collecting evidence of professional practice reflective of student achievement and increased graduation rates.				

		SY 2010-2011 – Develop: In alignment with the Prototyping process for the new evaluation systems and the involvement of teachers and leaders at each school, we will develop the rewards system during SY 2010-2012. **SY 2011-2012 and SY 2012-2013 – Implement:** Rewards will be implemented in SY 2011-2012 and SY 2012-2013				

		Implemented all three years of the grant. A basic prototype of these plans will be developed by the Ad-hoc Stakeholder Advisory Group by September 2010. This template will set out parameters and establish consistency of approach, but be customizable by schools based on site goals, goals, and context. Each teacher and leaders plan will be developed and approved by the second month of				

		school. Teachers and leaders will pursue professional development activities throughout the course of each school year, collecting artifacts and reflecting on their experiences. Artifacts and reflections will be due in the last month of each school year, and must be turned in and approved prior to receiving the incentive.				

		SY 2010-2011 – Develop evaluation system **SY 2011-2012** – Identify teachers in need of improvement, identify improvement criteria and minimum improvement thresholds, and begin providing intensive support **SY 2012-2013** – Provide intensive support and identify teachers to be removed who have not met				

		improvement criteria. Identified and trained prior to the beginning of each school year. Active throughout the school year. Already identified. Trained prior to the beginning of each school year. Actively involved throughout the school year.				
IP **SD**	**<u>Implementation of Instructional Guides and Concept Lessons in Core Areas in 9,10,11 and 12.</u>** The designed concept lessons include rigorous standards based curriculum and have imbedded into them the research based Culturally Relevant and Responsive Educational Strategies [CRRE] strategies including: the four Access Strategies:	2010-2013				

	1. Advanced Graphic Organizers 2. Instructional Conversations 3. Cooperative Learning 4. Academic Vocabulary					
SD	Implement use of the Periodic Assessments to monitor instructional progress and to provide needed information to allow teachers to make key adjustments to instruction.					
IP	In addition to the instructional guides and concept lessons, teachers will implement the following: ➢ Project-based learning ➢ Professional Learning Communities model ➢ Development of pacing plans and additional common assessments to build upon core curriculum ➢					
IP **SD**	Teachers will also work in content alike teams to create additional standards-based assessments using the District's designed lessons, CST blueprints, LAUSD standards-based question bank, and MyData to store assessment results in order to use it to inform instruction.					

SD **IP**	Teachers in core departments will use 5-step lesson plan template designed by Language Acquisition Branch to craft supplemental lessons to address power standards. The student work generated by these lessons will be used to assess effectiveness of the lessons and pinpoint areas of student weakness so that more differentiated lessons can be created.					
IP **ILT** **PD**	**Equipment,** 120 computers in the computer labs will be needed to support implementation of intervention support programs for grades 9-12 in English Language Arts. **X or Z time** will be needed to pay teachers to attend trainings and planning sessions for the implementation outside of the normal teaching basis.		Computers **540,000** (Years 1-3)		Title 1 $4,000 $5,150 Title 1 funds	

SD **PD**	**<u>Use of Student Data:</u>** Departments, grade levels, and SLCs will use MyData Information system to provide multiple data sources to assess student progress and make adjustments to instruction throughout the school year. **X, Z time** will be needed to compensate time spent planning professional development activities to support MyData use.	2010-ongoing			Title 1 funds	
ES **IRR** **RPR**	**Monitoring:** The school will conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having intended impact on student achievement, and is modified if deemed ineffective by implementing the following: • Panther Walks • Administrative team data collection from classroom observations and weekly staff meetings to identify strategies to support instruction • Continued assistance and guidance by administrative staff, instructional coaches, and district staff to help struggling teachers	2010-ongoing	See Teacher Effectiveness Model			

	implement core and intervention curriculum effectively					
IP SD IP	**Response to Intervention:** In order to facilitate and accelerate API growth, school will implement the data based RTI ^{2} framework. Implementation of RTI ^{2} framework will enable all students to receive instruction/intervention matched to their needs. School teams will utilize the four step problem solving process to: • Identify performance/skill deficits early in the school year • Design an intervention plan to provide immediate support. • Evaluate student progress through the use of formative assessments at regular intervals. The improvement of instruction, especially for the lowest 20% of students who are struggling academically, will shrink the number of students in the Far Below Basic and Below Basic quintile	Total implementation of RtI^2 is estimated as a 3 to 5 year process. PD for leadership will begin in Fall 2010 and for the teachers in Spring 2011 and continue for 3-5 years			Local District	SBLT (School Based Leadership Team for RtI^2) Principals Assistant Principals SLC Lead Teachers Instructional Coaches Data Coordinator Instructional Support Specialist Principal Leader

PD **TA** **IP** **SD** **IP** **SD**	levels and allow the school to meet their API growth targets, school-wide and for individual subgroups. The Local District will roll out the training of the school leadership, but that leadership group will design a school-wide implementation plan that will encompass academics, behavior, and attendance. **Instructional Support Specialist** will coordinate and monitor the school's intervention program and the RtI^2 implementation **Data Coordinator** will provide support to administration and teachers to create an effective intervention program.					
IP **PD**	In order to engage EL students in rigorous instruction, the Access Strategies and SDAIE strategies will be implemented school-wide across SLCs and all curricular areas. Professional Development on the following: • High Point ESL for ESL teachers • Curriculum and methodologies for the English Language Skills classes to support RPR students in re-designating • SDAIE Strategies in the areas of				Local District Bilingual Funds	Principal Assistant Principals ELD Teachers Intervention Teachers ' Intervention Coordinator

	comprehensible input and appropriate lesson design to include the 4 CRRE access strategies • 1.Advanced Graphic Organizers 2.Instructional Conversations 3.Cooperative Learning 4.Academic Vocabulary					Data Coach EL Coordinator Access to Core Coach
PD	Teachers will receive professional development on preparing for Reclassification Program [PRP] Interventions Classes For EL students who have been in the ELD program for 5 years or more and have still not re-classified.					
SD	**IMA and supplies** are needed to provide materials PRP intervention including workbooks and computer software. **Bilingual TAs** to deliver primary language support in the class room to identified EL students		IMA **285,833** (Years 1-3)		Bilingual funds	

IP	**<u>Read 180, ALEKS , Vantage/MyAccess and Accelerated Reading Computerized Intervention.</u>** 9, 10 and 11th grade students will be identified and enrolled using the following multiple measures: • FBB and BB in the ELA and Math CST • Students with a Grade D or Fail in English and Algebra Readiness, Algebra I, and Geometry. • Score on the Degrees of Reading Power [DRP] assessment. The 9th Grade Academy leadership will identify students needing Tier 3 intensive intervention in English and math. All teachers will utilize the Vantage/MyAccess and Accelerated Reading interventions to complement the core instruction they deliver. Math/Algebra intervention will be delivered by the ALEKS program. Students will regularly be assessed and returned to core classes as they progress toward standards mastery.		**Read 180 Contract** **15,000** (Years 1-3) ALEKS **25,200** (Years 1-3) Site License			Principals Assistant Principals Instructional Coach Data Coordinator Instructional Support Specialist Principal Leader Title I Coordinator

IP **PD**	**Computers and peripheral equipment** will be purchased to support the Read 180 software Internet access for the scoring of the assessments. In addition, **wiring for computers** for the Learning Centers and Library centers. **Computer technician (information support assistant**) to be able to ensure installation and operation of the hardware and software. **General supplies** including printers, printer paper, printer cartridges, cables, and power strips. **Sub- Days /Professional Development** teacher days to allow teachers to attend trainings and planning for the implementations during the school day.		Wiring Learning Center (Alterations and Improvement) **50,000** (Year 1) Information System Support Assistant **162,702** (93,504 + 69,198) (Years 1-3)			
IP	Core departments will create vertical content teams to structure a clear transition for students from one level to the next, building upon skills learned. Incorporating the AVID strategies into English, math , science and social science classes, 9-12, will complement the existing LAUSD curriculum and provide the added rigor to challenge GATE and high achieving students to create better-prepared students for success in Advanced Placement classes. Gardena will continue to increase the number of students in the program across SLCs.	2010 – ongoing	**Conference Attendance** **$30,000** (Years 1-3) Attendance for 10 teachers at $1000/day for 5 days each year.			AVID Coordinator AP,SCS Principals Lead Teachers GATE Coordinator College Advisor

ILT	Students will have the opportunity to enroll in college courses on the Gardena High School campus. There are many opportunities for students to receive information related to colleges: college and career nights, visits by college representatives, SLC advisory partners, internships.					
ILT **SD**	**<u>Summer Bridge Program for incoming 9th Grade students to target weaknesses in reading, writing, and math</u>** Intervention for 9th grade students who fit the following criteria: • EL PRP and are not showing progress. • FBB or BB in ELA Grade 8 CST • EL students who received a D or Fail in ELA or ESL • FBB or BB in Algebra Readiness CST or Algebra I • Students who received a D or Fail in Algebra Readiness or Algebra I • 20 hours/week of instruction at 25 to 1 students to teacher ratio. Total of 200 students cap.	August 2010 and every summer through 2013			Title 1 funds $9,760 each year	Principals Assistant Principals Instructional Support Specialist EL Coordinator Title I Coordinator

FCE **ILT** **SD** **ILT**	As a result of the Summer Bridge Program, monthly follow up sessions for parents and students are necessary to provide the resources and enrichment activities for both stakeholders to be successful. Resources would include: • Information from guest speakers • Recognition activities for students who have reached their academic goals developed during the Summer Bridge Program Creation of student portfolios, begun during Summer Bridge, for use with student-led parent conferences. The following will be needed to implement the program: **Categorical IMA** to purchase software, workbooks and other needed instructional materials needed for the intervention program. Need to **reproduce** supplemental ELA **instructional materials** and intervention workbook materials. **General Supplies** to purchase paper, pencils, printer cartridges, and other supplies needed to support this Intervention program. **Instructional Support Specialist** coordinate, supervise, and monitor the Summer Bridge Program.		Instructional Support Specialist **310,632**			

			(240,771 + 69,861) (Years 1-3)			
ILT **ILT**	In an effort to increase graduation rates, the following programs will be implemented: <u>Saturday School -</u> *Program will address the following:* ➢ CAHSEE Prep ➢ Credit recovery classes ➢ Enrichment – AP class support ➢ Writing Improvement with Vantage/MyAccess <u>Extended School Day</u> – 0 or Period 9 ➢ Credit Recovery Classes ➢ Enrichment Classes- including college courses ➢ Intervention classes **Instructional Support Specialist** will organize and monitor school's intervention programs. Classified Overtime – Provide support for extended day and professional development participation	2010-2013	**Teacher X and Z time for Extended School Day** **2,004,807** (1,796,904 + 207,903) (Years 1-3) Clerical OT **14,787** (13,500 +		**Title I**	Principal Assistant Principals Instructional Support Specialist EL Coordinator Title I Coordinator

			1,287) (Years 1-3)			
SD **OF**	At every reporting period, each SLC will use the advisory period to counsel and monitor student progress toward meeting A-G requirements and graduation requirements.	Fall 2010 and ongoing				Lead teachers Assistant Principals Counselors Instructional Support Specialist
OF **ILT**	Gardena HS will implement a 2X8 bell schedule to allow for intervention within the school day. All students will have access to 0 period and 9th periods, and Saturday school to provide opportunities for credit recovery, intervention, CAHSEE intervention and enrichment. This schedule will increase learning time by 30 minutes each day through the elimination of 3 passing periods and homeroom.	September 2010 and ongoing September 2010-2013				Principals Instructional Support Specialist Assistant Principals Data Coordinator

FCE **FCE** **FCE**	The Gardena High School faculty and staff believe that a strong partnership among parents, the community, and the school is vital to the success of both students and the school. We will engage parents and the community in a variety of ways: 1. Providing strong avenues of communication including the monthly school newspaper, The Panther Press, monthly "Coffee with the Principal" meetings, Paw Prints (the weekly bulletin), the monthly Title 1 newsletter, the school website, which has become the first in our District to have live streaming video which shows student and athletic events, and use of the District Connect Ed phone message system to announce 2. Recruiting parents and community members to be part of each small school's advisory committee. 3. Inviting parents and community members to run for seats on our School Site Council, Shared Decision-Making Council, CEAC (Compensatory Education Advisory Council), and ELAC (English Learner Advisory Council) and be part of our decision-making process and to help develop the Single Plan for Student Achievement (SPSA.)	September 2010 and ongoing				Administration SLC Lead Teachers Department Chairs Title I and EL Coordinators

FCE **FCE** **FCE** **FCE**	4. Providing opportunities for parents to interact with their children and their children's teachers through student-led conferences. 5. Inviting parents and community members to be a part of our "College-Bound Dream" project. 6. Inviting members of the business community to be active partners with our small schools by providing speakers, mentors, job shadowing opportunities, and intern-ships for our students. In addition, we will ask business and community leaders to be a part of our evaluation team for our senior projects. 7. Providing a system for parents and community members to volunteer both in and out of the classroom. Involvement opportunities will include, but not be limited to: 1) monitoring school activities, plays, field trips, and sporting events 2) tutoring 3) supporting school offices and the library, 4) organizing book fairs, 5) making phone calls, 6) assisting the Bookroom, and					

FCE	7) helping register students for the PSAT (Preliminary Scholastic Aptitude Test) and other tests. 8. Maintaining a Parent Center, run by a 2-part-time parent representatives, who will act as a resource and liaison for parents. These parent representatives will map community resources to support positive attendance. 9. Developing an after-school program that includes opportunities for alumni and community members to increase our students' job skills.				Title 1 Parent Involvement funds **$22,306**	
FCE **SD**	PSA Counselor will: • Conduct meetings to inform parents and students of graduation requirements. • Meet with all students and parents to develop and implement an Individual Graduation Plan (IGP) • Identify at-risk students from school data and refer to the appropriate resources (SART, COST) or Alternative Educational Programs Social Worker will • Coordinate support service for students through Healthy Start • Coordinate services for homeless students and their families	2010 and ongoing			Title 1 funds	Principal Assistant Principals

SD **SD** **PD**	Data Coordinator • To support intervention programs for academics, behavior, and attendance • To provide professional development for staff and parents on understanding and utilizing data **The following positions will provide support:** **PSA Counselors** to provide supplemental services and interventions to increase school wide attendance, and provide parent and staff trainings. **Psychiatric Social worker** to coordinate services through Healthy Start. **Data Coordinator** to support intervention programs.				Title 1 and Bilingual funds 2 positions= **$198,717** Title 1 funds 1 position= **$63,882** Title 1 funds **$50,874**	

OF	Gardena HS will implement a 2X8 bell schedule that will include a 40 minute advisory period every Tuesday. The curriculum for this course will include test taking strategies, personal and academic guidance, Socratic seminar, positive behavior, college and career awareness, goal setting, self discipline and developing academic language skills. **IMA** will be used to purchase instructional materials needed for the program.	Summer 2010 and ongoing				Assistant Principals Lead Teachers
SD	School will implement Safe and Civil School's program which aligns to the District's School-wide Positive Behavior Support program (per District Bulletin 3638.0) that includes a measurable code of conduct with established consequences**.** • This will include the reorganization of the Discipline Committee. The Discipline Committee will be comprised of representatives of all stakeholder groups to implement and monitor the program.	Fall 2010 and ongoing			Title 1 funds	Principals Assistant Principals SLC Lead Teachers Department Chairs Deans Counselors

SD **PD**	The following will be used to support the program: **PSA Counselor** to counsel student who are having behavior problems and are chronically absent. **Psychologist:** to provide supplemental counseling services for students at risk of failing services **Psychiatric Social Worker**: to provide individual and group counseling and parent education and family intervention to support the child's psycho social needs at home. **Contracted Instructional Services**: For payment for Safe and Civil training for all administration, teaching staff and paraprofessionals.				Title 1 funds	

Florence Griffith Joyner Elementary School

Los Angeles Unified School District

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Required Component Acronym Legend: Restart				
RP	Replace the principal who led the school prior to commencement of the transformed model.		**SD**	Promote the continuous use of student data.
ES	Use rigorous, transparent, and equitable evaluation systems for teachers and principals		**ILT**	Provide increased learning time.
IRR	Identify and reward school leaders, teacher, and other staff and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.		**FCE**	Provide ongoing mechanisms for family and community engagement.
PD	Provide staff ongoing job-embedded professional development.		**OF**	Give the school sufficient operational flexibility.
RPR	Implement strategies that are designed to recruit, place, and retain staff.		**TA**	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.
IP	Use data to identify and implement a new instructional program.		**EMO**	Select an education management organization (EMO) that has been selected through a locally-determined rigorous review process.

School: **Griffith Joyner Elementary School** [X] Tier I [ ] Tier II

Intervention Model: [ ] Turnaround [X] Restart [ ] Transformation

Total FTE required: 6.5 LEA 8 School _____ Other

Los Angeles Unified School District

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
	Teachers and Leaders					
ES, TA	*Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.* • **Transparent, rigorous, and equitable evaluation systems for teachers and principals** – In alignment and coordination with the District's larger initiative entitled Building Our Certificated Employee Development System (see Attachment X). We will develop new or adapt existing research-based observation rubrics and corresponding protocols to replace the current approach for evaluating teachers, and our current evaluation form and process for school leaders. One key piece of the new protocols will include observation and review by expert peers or 'Teacher Leaders,' in addition to administrator observations so that teachers will have multiple observations of professional practice. Further, the rubrics we will prototype will involve collecting evidence of professional practice reflective of student achievement and increased high school graduation rates (e.g., lesson plans, sample student work). We will also develop and incorporate measures of each individual educator's contributions to student	**SY 2010-2011 – Prototyping:** As part of a district-wide effort, two groups of schools will be involved in prototyping the new evaluation systems in LAUSD during SY 2010-2011. The first includes schools involved in this School Improvement Grant. The second group will include a small set of voluntary schools. Participating schools will 'beta test' new	**$63,750** *(Year 1 only)* for participating in prototyping process [51 teachers and school leaders x $1,250] **$76,500** *(Years 1-3)* [51 teachers and school	$68,835		Superintendent's Office

		learning (with a focus on increasing student achievement and/or high school graduation rates), including approaches that use open-ended student assessments (e.g., standardized writing assignments) and closed-ended student assessments (e.g., formative assessments, California Standards Tests). We will develop mechanisms for incorporating the feedback of students and parents into teacher reviews. Further, we will develop an approach to incorporating feedback from students, parents and school site employees into school leader reviews. Finally, we will develop a mechanism for measuring an educator's contribution to his/her school community as part of the review process.	evaluation protocols. We have designed prototyping efforts in consultation with the Los Angeles Educational Research Consortium so that we can isolate the quality and efficacy of these new protocols as we design the approach that will be fully implemented in the School Improvement Grant schools in SY 2011-2012. For instance, we will not use the same observation rubrics and protocols with all teachers in the Prototyping Phase. Instead, we will divide the teachers into groups. Some of the groups will work with the prospective new frameworks being recommended by a multi-stakeholder	leaders x $500 X 3 years]			

		Steering Committee and a Technical Advisory Group that includes experts in various methods of teacher and school leader evaluation systems. As a comparison, one of the groups will use our current STULL form. We will include high schools, middle schools and elementary schools so that we can study which approaches work best at each school level. Further, we will not only analyze quantitative data about how well these new approaches are working vis-à-vis student achievement and graduation rates, but we will also gather feedback from participating teachers, reviewers,				

		principals, parents and students. From the quantitative and qualitative analyses during the prototyping phase, which will carefully involve the input of teachers and leaders, we will collectively design the new system to be used in SY 2011-2012 and SY 2012-2013. **SY 2011-2012 and SY 2012-2013 – Implementing the new systems:** In SY 2011-2012 and SY 2012-2013, we will implement new evaluation systems for our teachers and leaders in the School Improvement Grant schools. Following from the prototyping process described above, these evaluation systems				

		will (a) take into account student growth as a significant factor (details to be determined during the Prototyping process), (b) include multiple observations of performance, and (c) include collecting evidence of professional practice reflective of student achievement and increased graduation rates.				
IRR, TA	• **Identifying and rewarding (incentivizing) teachers and leaders who have increased student achievement and/or high school graduation rates** – Using the evaluation systems developed in the Prototyping process, we will identify effective teachers and leaders who have increased student achievement and/or high school graduation rates. In consultation with the teachers and leaders at each school, we will then design an approach for rewarding these teachers and leaders. Each school will have rewards for individual educators, groups of educators (e.g., teachers in the same subject and grade), and/or the entire school. These rewards will come from a	**SY 2010-2011 – Develop:** In alignment with the Prototyping process for the new evaluation systems and the involvement of teachers and leaders at each school, we will develop the rewards system during SY 2010-2012.	**$153,000** *(Years 2-3 only)* for rewards pool for improving student learning [51 teachers and school leaders x			Superintendent's Office

	defined pool. All teachers and leaders will know exactly what their individual, group or whole school targets are at the beginning of the school year. They will also be given mid-year indicators of progress toward the targets to know if they are on track or not.	**SY 2011-2012 and SY 2012-2013 – Implement:** Rewards will be implemented in SY 2011-2012 and SY 2012-2013	$1,500]			
PD, TA	• **Individual Growth Plans & high-quality, job-embedded professional development** – Each teacher and school leader will participate in Individual Growth Planning, tying each educator's previous and current evaluations to actionable goals and activities each year. These plans will include education (attending classes and workshops), exposure (watching someone else demonstrate excellence in the development area) and experience (targeted attempts at trying out new skills in one's role as a teacher or school leader). Some subject-specific, grade-specific, and school-wide professional development will be developed based upon common goal areas in teacher and leader Individual Growth Plans. Teachers and leaders will receive incentives for developing and executing their plans. Teachers and leaders will be supported by their administrative supervisors or by a Teacher Leader as they develop and execute their plans.	Implemented all three years of the grant. A basic prototype of these plans will be developed by the Ad-hoc Stakeholder Advisory Group by September 2010. This template will set out parameters and establish consistency of approach, but be customizable by schools based on site goals and context. Each teacher and leaders plan will be developed and approved by the second month of school. Teachers	**$63,750** *(Year 1 only)* for developing individual growth plans [51 teachers and school leaders x $1,250] **$102,000** *(Years 2-3 only)* for developing individual growth plans [51 teachers			Superintendent's Office

		and leaders will pursue professional development activities throughout the course of each school year, collecting artifacts and reflecting on their experiences. Artifacts and reflections will be due in the last month of each school year, and must be turned in and approved prior to receiving the incentive.	and school leaders x $1,000]			
IRR	• **Removing teachers, who after ample opportunities to improve have not done so** – Based upon full implementation of the new evaluation systems in 2011-2012, we will provide intensive support to teachers who need substantial improvement. These teachers will receive additional coaching in the development and execution of their Individual Growth Plans. If such teachers do not improve (according to criteria to be determined in consultation with our collective bargaining partners, and the teachers and leaders at each school), they then will be removed from the school.	**SY 2010-2011** – Develop evaluation system **SY 2011-2012** – Identify teachers in need of improvement, identify improvement criteria and minimum improvement thresholds, and	N/A			Superintendent's Office

		begin providing intensive support **SY 2012-2013** – Provide intensive support and identify teachers to be removed who have not met improvement criteria.				
IRR	Opportunities for promotion and career growth: • **Teacher Leaders** – We will identify highly effective teachers to be Teacher Leaders, involved in teacher observations and reviews for the new evaluation systems. These teachers could work as classroom teachers and also spend time as Teacher Leaders conducting observations and follow-up consultations during the school year. These teachers will receive compensation for their additional work.	Identified and trained prior to the beginning of each school year. Active throughout the school year.	N/A			Superintendent's Office
PD	• **National Board Certified Teachers** – Each school has several National Board Certified Teachers. National Board Certification is awarded to teachers who demonstrate effectiveness in the classroom. In addition to a 7.5% salary increase for being certified, these teachers are eligible for an additional 7.5% salary increase for providing 92 hours of service. At SIG schools, at least half of these hours will be dedicated to supporting fellow teachers in the development and	Already identified. Trained prior to the beginning of each school year. Actively involved throughout the school year.	N/A			Superintendent's Office

	implementation of Individual Growth Plans, and/or in providing job-embedded professional development in alignment with this grant.					
PD	• **Summer PD by UCLA Coaches** – One of the core tenets of the Partnership for Los Angeles Schools' restart model is to strengthen quality instruction by building the capacity of teachers and administrators. As such, we will hire 4 UCLA instructional experts for 5 days during the summer to provide professional development for teachers to develop standards based instructional content and a professional development program for the entire school year. Professional development provided by outside experts is critical for Griffith Joyner because the skills of the existing staff have not yet been developed to the point where they are able to help students attain sustainable achievement gains, as evidenced by their 19 point drop in API from 2008 to 2009.	Aug	**$40,200** *(Years 1-3)* [4 coaches x 5 days x $670 / day] **$354,000** *(Years 1-3)*			Assistant Superintendent of Instruction / Principal
PD, SD, EMO	• **Instructional Coaches** – The Partnership works with UCLA Center X to support the coaching model at its schools. Griffith Joyner will hire instructional coaches in English, Math and Science to provide ongoing professional development and support to teachers on lesson design, delivery, and curriculum materials during the school year. Coaches will use research based strategies that are vertically aligned. The coaches are highly qualified candidates, selected based upon their skills to mediate and support the thinking of teachers so that they develop the ability to own their professional growth instead of having it directed to them by a scripted program or textbook.	Sep – Jun	**$784,206** *(Years 1-3)*			Assistant Superintendent of Instruction / Principal

PD,SD, EMO	• **Weekly Teacher Planning** – Another key strategy of the Partnership's restart model is to create consistent opportunities for grade level/content area collaboration during the school day. Teachers typically do not have enough time to plan together and share best practices. Partnership schools prioritize the creation of common planning periods for teachers within the school day. Therefore, we will provide an additional hour each week for teachers to collaborate by content and grade level. Teachers will review student level data and findings from classroom observations. Based on these findings, teachers will develop intervention plans to address specific needs of students, revise pacing guides, review content standards, and recommend / provide best teaching strategies to meet the needs of diverse learners.	Sep – Jun	**$135,558** *(Years 1-3)* [45 teachers x 1 hr /week x 36 weeks X 3 years]			Principal
IP, SD, EMO, TA	• **Summer Pay for Administrators** – The Partnership believes administrative teams need to use the summer months for planning and preparation. Funds will be used to pay our principal and assistant principals to work during the summer months of July and August because we believe this additional planning time is critical in overcoming the significant challenges that face low performing schools in high poverty neighborhoods. School administrators will spend the summer reflecting on the challenges and achievements of the prior year, planning for the next school year, and supporting summer school.	Jul – Aug	**$36,000** *(Years 1-3)* for Principal **$45,000** *(Years 1-3)* for AP			Assistant Superintendent of Instruction
RP	Principal has been replaced and is implementing reform efforts.					

PD, SD, EMO, TA	*Institute a system for measuring changes in instructional practices resulting from professional development.* • **Substitutes for Instructional Rounds Training** – Instructional Rounds is the main mechanism Partnership schools utilize to guide and coordinate a coherent instructional program for students. Through this process, educators develop a shared practice of observing, discussing, and analyzing learning and teaching. The focused observations, the analysis of data, collaborative dialogue and decisions lead to the continued development of common goals to accelerate student achievement. Funds will be used to provide substitutes so Griffith Joyner teachers can implement the instructional rounds protocol, which will enable the staff to evaluate changes in instructional practice resulting from professional development.	Sep - Jun	**$62,436** *(Years 1-3)* [8 substitutes x 1 day / month x 10 months x $261 / day x 3 years]			Assistant Superintendent of Instruction / Principal
	Instructional Support and Strategies					
EMO, TA	*Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.* A performance culture is an essential foundation for school success. As part of the restart model, the Partnership builds performance cultures at its schools where data is used to design rigorous learning opportunities for all students and to drive key decisions related to curriculum, professional development, and resource allocation.					

SD	• **Interim Assessments** – Griffith Joyner will implement the LAUSD Interim Assessments, which are aligned with the California academic standards. This will enable the school staff to effectively gauge student progress throughout the school year and make changes to instructional practices to better meet student learning needs.	Oct, Dec, Feb, Apr	N/A – already developed			Assistant Superintendent of Instruction / Principal
	Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.					
PD	• **Data System** – After the LAUSD Interim Assessments are given, we will train teachers and administrators on how to more effectively utilize LAUSD's MyData system to report the student-level assessment results back to teachers.	Oct, Dec, Feb, Apr	N/A – training provided by PLAS staff			Assistant Superintendent of Instruction / Principal
PD, SD	• **Differentiating Instruction** – Once teachers have been trained on how to analyze student-level data, instructional coaches will train teachers on how to use this information to differentiate instruction to meet the unique needs of their individual students.	Oct, Dec, Feb, Apr	N/A – costs covered above			Assistant Superintendent of Instruction / Principal
	Establish schedules and implement strategies that provide increased learning time.					
ILT	• **Saturday School** – A majority of students in low performing schools are consistently under-performing on standardized academic assessments. Students need extended	Sep – Jun	**$95,040** *(Year 1 only)* [10 teachers			Administrator

	learning opportunities where they receive targeted intervention beyond what is offered during the school day. Funds will be used to implement Saturday school to support the academic needs of the larger population as a whole and to provide intervention to the highest need students. Part of the program will be dedicated to project-based learning and hands-on experiential learning in core subject areas. Saturday school will provide students with increased learning time, which research has shown will have a direct impact on improving student achievement. This is critical for a school with low student proficiency rates like Griffith Joyner where 80% of the students are not proficient in English. For subgroups of students proficiency rates are even lower. For African American students the ELA proficiency rate is 16% and for ELLs it is 8.3%. Mathematics is slightly better, with 31% of all students proficient in math. African American students have the lowest proficiency rates of all he significant subgroups at 20% and ELLs are 27%.		x 36 weeks x 4 hours x $66 / hr] **$228,096** *(Years 2-3 only)* [12 teachers x 36 weeks x 4 hours x $66 / hr] **$28,512** *(Years 1-3)* [1 administrator x 36 weeks x 4 hours x $66 / hr] **$8,640** *(Years 1-3)* [1 classified staff x 36 weeks x 4 hours x $20 / hr]			

			$12,000 *(Years 1-3)* for custodial services **$34,854** *(Years 1-3)* for Instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies)			
ILT	• **Summer Intervention Program** – Summer represents a critical opportunity for impacting/accelerating student achievement. Studies have demonstrated that children who lack engaging activities during the summer lose two months' grade-equivalent skills that have to be relearned when they return to school in the fall. Griffith Joyner will implement an 8-week summer intervention program to provide academic support and skill building to students who do not demonstrate proficiency, with a particular focus on SpEd and ELL students (4% and 8% ELA proficiency on 2009 ELA CSTs, respectively).	Jul – Aug	**$475,200** *(Years 1-3)* **$9,600** *(Years 1-3)* **$9,000** *(Years 1-3)*			Principal

			for custodial services **$30,000** *(Years 1-3)* for instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies)			
IP,SD	*Provide appropriate social-emotional and community-oriented services and supports for students.* We understand that student needs extend well beyond the classroom. As part of the restart model, Griffith Joyner is implementing initiatives and programs that address the "whole child"—social-emotional as well as academic needs. • **Psychologist and Counselor** – Hire a psychologist and at-risk counselor to help our students cope with the social-emotional issues and trauma that they face as a result of growing up in this challenging community, where there is a high foster population, and gangs and drugs are ubiquitous. As a result, our students have extreme emotional and psychological needs that the existing staff is unable to	Sep – Jun	**$568,551** *(Years 1-3)* [$94,758.50			Assistant Superintendent of Instruction /

	adequately serve. Student suspensions declined 1.9% during the 2008-09 SY to 4.9% overall. All other Partnership elementary schools have student suspension rates below 2%. Our goal is to reduce Griffith-Joyner's suspension rate by at least 2% in the 2010-11 SY. We also experience high rates of student transiency – 31.3%. This demonstrates that students and families are often dealing with complex problems outside of school, such as poverty, homelessness, and instability in the home. Psychological and counseling services can help both students and their family members.		each for psychologist and counselor]			Principal
	Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having intended impact on student achievement, and is modified if deemed ineffective.					
IRR	• **Daily classroom observations by administrators:** Griffith Joyner administrators, coaches, and coordinators will visit classrooms to monitor the practice of teachers on an individual basis and offer support and written feedback.	Sep – Jun	NA			Principal
SD	• **Benchmark Assessments:** Administrators and individual teachers will monitor benchmark assessments to ensure students have received instruction on core curricular content.	Sep – Jun	NA			Principal
	Implement a schoolwide "response-to-intervention" model.					
EMO, TA	As a Partnership school, Griffith Joyner will be provided with professional development and technical support to implement the RTI model, inclusive of assessing the strengths/weaknesses of the general and special education instructional program, conducting a professional development needs assessment, and designing and monitoring a comprehensive intervention					

	plan to address the unique needs of historically underperforming student sub-groups.					
IP,PD,SD	• **RTI Shadowing** – Provide substitutes so that instructional leaders can visit other schools that have successfully implemented the RTI model, enabling the Griffith Joyner staff to learn best practices in implementation.	Sep, Jan	**$15,609** *(Years 1-3)* [10 subs x 2 sessions x $260 / day]			Principal
IP,SD	• **Intervention Teacher** – hire an intervention teacher who will be able to provide targeted intervention support to those students who are struggling in the core subject areas. These students will be identified by analyzing student level data on CST and periodic benchmark assessment results in LAUSD's MyData and CORE K-12 systems. Analysis of strand level data in mathematics and Open Court Skill areas enable teachers to design lessons that are targeted specifically to the differentiated needs of students.	Sep – Jun	**$261,402** *(Years 1-3)*			Assistant Superintendent of Instruction / Principal
EMO, TA	*Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that English Learner students acquire the English proficiency skills necessary to master academic content within a certain time period.* The Partnership ensures schools implement a research-based approach to supporting ELLs and students with disabilities by providing professional development, instructional coaching and feedback, teacher-led collaborative planning using the Lesson Study and Instructional Rounds models, and student progress monitoring. As part of its restart model, Griffith Joyner					

PD,SD	will hire an ELL Coach. • **ELL Coach** – Hire an ELL Coach to train staff members in ELL strategies and techniques to bridge the gap between advanced ELL's and mainstream English classes, thereby increasing the number of students who are able to be reclassified. The Griffith Joyner staff is currently unable to adequately serve the 44% of the student population who are ELLs, as evidenced by the fact that 8% of ELL students are proficient in English. An ELL coach will also work to improve the ELL reclassification rate. The 2008-09 English Learner reclassification rate was 10.8%. The school's goal is to increase this to 15% during the 2010-11 SY.	Sep – Jun	**$261,402** *(Years 1-3)*			Assistant Superintendent of Instruction / Principal
EMO, TA **PD, SD**	*Use and integrate technology based supports and interventions as part of the instructional program.* Increasing access to information technology and improving teacher and student's capacity for its use are key components of the Partnership's restart model. Technology is a complement to excellent teaching; therefore, Griffith Joyner is providing access to technology resources for students and staff as well as helping build capacity through professional development. • **Instructional Technology Integration** – Although some staff at Griffith Joyner may have access to technology such as laptops, computer labs, and LCD projectors, they often lack the ability to effectively integrate technology into their lesson design and delivery. We will hire a consultant to provide training for teachers to maximize the impact	Aug, Oct, Dec, Feb	**$30,000** *(Years 1-3)* [stipend for consultant plus training			Assistant Superintendent of Instruction / Principal

	that technology can have on providing standards based instruction and increasing student achievement.		materials]			
IP, SD	• **Intervention Math Software Program** – As in many urban schools, Griffith Joyner is struggling to help their students master math concepts, resulting in 68% of all students unable to demonstrate proficiency. To provide additional intervention and support to these students, we will implement an online software program that uses technology to provide struggling students with an alternative to the traditional ways of learning math, such as Destination Math or Envision. These programs are ideal for students who require explicit instruction or need concepts explained to them using multiple methods.	Sep – Jun	**$57,000** *(Years 1-3)* for training and setup			Assistant Superintendent of Instruction / Principal
IP, SD	• **Accelerated Reader** –Implement the Accelerated Reader software program to increase the reading comprehension level for the 89% of students at Griffith Joyner who are reading below grade level. Accelerated reader is a god tool to improve student's reading comprehension, which is a particular struggle for Griffith-Joyner's lowest performing subgroups, ELLs and African-American Students • **Student computers** – purchase new computers so that students will be able to access online programs such as Accelerated Reader and Destination Math.	Sep – Jun	**$24,000** *(Years 1-3)* to upgrade the Site License **$45,000** *(Year 1 only)* for computers [30 computers x $1500]			Assistant Superintendent of Instruction / Principal

	Time and Support					
EMO, TA	*Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.* Because low performing schools have for the most part been unsuccessful at engaging parents and community members, the Partnership is deliberate and focused in its efforts to involve parents, families and communities in its restart work.					
FCE	• **Parent and Community Engagement Grant** – One of the keys to increasing student achievement in low-performing urban schools is to increase the level of parent engagement in their children's education. Griffith Joyner will form a Family Action Team, comprised of parents, students, teachers and staff who take responsibility for parent engagement. This Family Action Team will have access to funds and will decide how to best utilize this funding to increase the level of parent engagement at the school. Only 20% of parents reported that they volunteered at Griffith-Joyner during the 2008-09 SY. Out goal is to increase that by 10% to 30% during the 2010-11 SY.	Sep - Jun	**$10,000** *(Year 1 only)* **$32,000** *(Years 2-3 only)*			Principal
FCE	• **Parent Training** – Many of the parents at Griffith Joyner may not have the time or skills to best support their children academically. We will collaborate with a community provider or non-profit (ex., LACOE) to develop and implement parent workshops designed to help parents provide a home environment that is most conducive to meeting their children's educational needs. On the LAUSD annual	Sep, Dec, Mar	**$60,000** *(Years 1-3)* [stipend for trainer and materials]			Director of Family and Community Engagement

	parent survey from 2008-09, 84% of parents report that they are involved with their student in "home learning." This represents working with kids to support them academically outside of school. The focus of these trainings will be on teaching parents how to integrate home learning activities into everyday interactions. Our goal is to increase this measure by 6% to 90% by the end of the 2010-11 SY.					
ILT	*Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.* • **After School Advisory** – Implement an Advisory program after school that focuses on character building and other social / emotional development to better support our students and the severe challenges that they face. In addition, the school will offer theater, debate, and creative writing as elective classes. This will bridge the gap between the time school ends and when parents return home from work, which research has shown is when students' needs are not being met.	Sep – Jun	**$855,360** *(Years 1-3)* **$30,000** *(Years 1-3)* for Instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies)			Principal

	Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.					
IP, SD	• **Capturing Kids' Hearts** – Because building strong relationships between teachers and students has such a strong impact on student achievement, Griffith Joyner will implement the Capturing Kids' Hearts training program (CKH). CKH is a key component of the Partnership's restart model. Capturing Kids' Hearts is a 3-day off-site learning experience that provides tools for staff to build positive, productive, trusting relationships among themselves and with their students. These processes can transform the classroom and campus environment, paving the way for high performance. In order to implement this program effectively, we will hire a consultant to provide a 3-day training session at the beginning of year for all staff, and mid-year for any new staff. The consultant will also evaluate the extent to which the program is being implemented with fidelity throughout the year.	Sep, Jan	**$35,000** *(Year 1)* **$10,000** *(Years 2-3)* for trainers **$105,357** *(Years 1-3)* for substitutes			Assistant Superintendent of Instruction / Principal
IP, SD	• **Enrichment Activities** – Early research shows that positive reinforcements can have a strong influence on behavior and can make a significant impact on children. Therefore, we will set aside funding to create and implement enrichment activities to reward positive behavior, such as college visits, field trips to gain exposure to various career paths, books, etc.	Sep – Jun	**$40,000** *(Years 1 AND 3)* **$33,000** *(Year 2)*			Principal

SD	*Expand the school program to offer full-day kindergarten or pre-kindergarten.* ***(Elementary School)*** • **Pre-K Teacher** – While the average student enters kindergarten with a vocabulary of 3500 root word meanings, the students at Griffith Joyner enter kindergarten with fewer than 1000 words in their vocabulary. These students often continue to acquire fewer words during the primary grades, so by the end of second grade, they have 2000 fewer word meanings than the average child. This is a significant inhibitor to increasing student achievement because research has found that the size and effective use of a child's vocabulary is an important indicator of future literacy ability. To counter this deficit, we will offer a Pre-K course to students so that we can bolster their vocabulary and support their developmental skills to better prepare them for kindergarten.	Sep – Jun	**$252,825** *(Years 1-3)*			Principal
	Governance					
	A new school model (e.g., themed or dual language academy) • NA					

Implementation Chart for a Tier I or Tier II School

Directions: Please respond to the elements listed below for the School Improvement Grant application.

School: **Florence Griffith Joyner ES**

[X] **Tier I** [ ] Tier II

Intervention Model: [ ] Turnaround [X] **Restart** [ ] Transformation

Recruitment, Screening, and Selection of External Provider
Describe the process for ensuring the quality of the external provider [Education Management Organization (EMO)]
The Partnership for Los Angeles Schools was selected as the external provider to manage Florence Griffith Joyner (Griffith Joyner) Elementary School through LAUSD's Public School Choice Process (PSCP) described in more detail previously in this application. In PSCP, LAUSD asked for external providers as well as internal candidates to take over management of some of its lowest performing schools. Through PSCP, the Partnership submitted to the LAUSD staff and Board a detailed plan for how it would accelerate student achievement at Griffith Joyner and also committed to be held accountable by the LAUSD School Board for dramatically accelerating student achievement and increasing student safety at Griffith Joyner. The Partnership competed against other applicants to operate Griffith Joyner and was chosen by the LAUSD Board due to the strength of the Partnership's plan and the Partnership's track record for managing other low performing schools. The PSCP process included a number of community meetings regarding the plans, advisory votes from the school community, two different sets of independent readers of the different plans, a review by the Superintendent and a review and ultimate decision by the LAUSD Board of Education.

Recruitment, Screening, and Selection of External Provider
During PSCP, LAUSD looked closely at the track record of the applicants who applied to operate Griffith Joyner. The Partnership has been serving a number of low performing schools in Los Angeles since July 2008 and has delivered strong results. The Partnership schools went up on average 17 points on the API last year which was higher than the State and district averages as well as higher than comparable schools. Attendance is up in Partnership schools, suspensions are down and the number of 8th graders taking Algebra 1 has increased significantly. LAUSD also closely examined the strength of the senior leadership team at the Partnership which includes education leaders who have delivered increased student achievement results both in traditional school districts and in charter schools. The Mayor of Los Angeles launched the Partnership and is deeply committed to its success. The Partnership's CEO is the former President of Green Dot Public Schools (a leading charter operator) and its Superintendent of Instruction was a former Assistant Superintendent in San Diego Unified School District. Since its inception, the Partnership has secured over $60 million over ten years in financial commitments to transform low performing schools in LAUSD. The Partnership's private funding to date and its ability to generate additional philanthropic funds and partnerships was a factor analyzed during the PSCP process. The Partnership also engaged in outreach to the Griffith Joyner school community before LAUSD agreed that the Partnership would be the external provider to operate Griffith Joyner. As a part of PCSP, LAUSD required the Partnership to submit copies of the Partnership's Articles of Incorporation, Bylaws, and Certificate of Incorporation evidencing the Partnership's incorporation as a non-profit corporation. The Partnership proved to LAUSD that it had the plan, the proven track record, the leadership team, and the funding to successfully restart and transform Griffith Joyner Elementary School. The Partnership will be considered a Network Partner working through LAUSD's iDesign division and will have a 5-year Memorandum of Understanding (MOU) with LAUSD to manage Griffith Joyner beginning July 1, 2010. This MOU lays out the terms of the agreement between LAUSD and the Partnership and helps ensure that the Partnership delivers accelerated student academic achievement at Griffith Joyner. The MOU holds the Partnership accountable to the LAUSD Board, and contains a performance management agreement that defines the performance metrics to which Griffith Joyner and the Partnership will be held accountable. To ensure continued quality, the Partnership will submit an annual plan that outlines the budget, programmatic milestones and deliverables for Griffith Joyner to LAUSD. Annually, the Partnership will also submit a report on Griffith Joyner's performance as well as the Partnership's financial statement audit. Any material updates to the Partnership's restart model and to its financial and administrative procedures will be delivered regularly to LAUSD. LAUSD will review the School Report Card for Griffith Joyner annually to monitor improvements in student achievement and will have controls in

Recruitment, Screening, and Selection of External Provider
place to intervene if Griffith Joyner is not improving under the management of the Partnership. Through the MOU, LAUSD will be able to intervene in the Partnership's management of Griffith Joyner if there are *dramatic* decreases in student achievement or *material* problems with the financial management of the school. The MOU will also lay out a process for renewal of the MOU for another five years if the Partnership's management at Griffith Joyner is leading to accelerated academic achievement.
Describe the process that will be undertaken to recruit, screen, and select external providers, including specific criteria such as experience, qualifications, and record of effectiveness in providing support for school improvement As described above, LAUSD has already chosen the Partnership for Los Angeles Schools to be the external provider to operate Griffith Joyner Elementary School through the PSCP process. The Partnership will begin to manage Griffith Joyner ES beginning July 1, 2010 and will have an initial MOU for five years. In choosing the Partnership to manage Griffith Joyner, LAUSD reviewed the Partnership's detailed improvement plan for Griffith Joyner, the Partnership's performance to date at other schools, the qualifications and track record of the Partnership's leadership team, the funding the Partnership had secured, the Partnership's unique relationship with the Mayor and City of Los Angeles, and the Partnership's capacity to accelerate achievement at Griffith Joyner. The Partnership's team was background checked and a team at LAUSD reviewed and evaluated the following criteria related to choosing the Partnership as an external provider: • Business qualifications – Partnership's number of years as a non-profit school management organization; the Partnership team's track record and specific experience with public school turnaround and transformation; depth and extent of the Partnership's local presence in Griffith Joyner's area; and a description of the relationships the Partnership has established with local community groups; • Personnel qualifications - background and professional qualifications of Partnership personnel assigned to work with Griffith Joyner including description of responsibilities, related experiences and references; • Financial qualifications – financial viability of the Partnership and fundraising received by the Partnership to date. • Experience with implementing instructional and operational strategies to improve student achievement; experience with full range of responsibilities contemplated for school management and support, performance on other school transformation efforts including data on student data performance measurements monitoring and benchmarking, teacher support and professional development, school site leadership and governance development, community relationships and parent involvement.

Recruitment, Screening, and Selection of External Provider
Indicate whether the EMO or external provider has previously provided support to the school, or whether they are new to the LEA
The Partnership for Los Angeles Schools will begin the partnership with Griffith Joyner ES in July 2010. In addition, the organization already provides support to 12 other schools, through a Memorandum of Understanding (MOU), within the Los Angeles Unified School District. Including Griffith Joyner and the other two schools awarded to the Partnership through the Public School Choice Process, the Partnership will be managing 15 schools beginning in July 2010.
Indicate evidence of the EMO's effectiveness to date
On July 1, 2008, the Partnership took control of ten schools—a combination of elementary, middle, and high schools—under a Memorandum of Understanding (MOU) approved by the Los Angeles Unified Board of Education. In fall 2009, the Partnership took over management of two new small high schools, and in July 2010, the Partnership will add another three schools to its existing network. Combined, these 15 schools serve 20,000 students and close to 1,650 employees. The Partnership schools are among LAUSD's lowest performing schools. Our schools have struggled for many years under the management of LAUSD and have been unable to dramatically accelerate student achievement. However, under the management of the Partnership, our original 10 schools achieved strong academic results after just one year of support: • The average API growth across all Partnership schools was 17 points, which outpaced the state, LAUSD, and comparable LAUSD Local Districts. 99th Street Elementary School, located in South Los Angeles, was in the top 2% in terms of API growth among all 469 district elementary schools and Hollenbeck MS, in East Los Angeles, was in the top 5% of all LAUSD middle schools. • California Standards Tests (CST): 9 of 10 schools improved their proficiency rates in English Language Arts, 8 of 10 schools improved in math, 8 of 10 schools improved in Science and 5 of 6 schools improved in History-Social Science. • The 4-year graduation rates increased from 37% to 42% at Partnership high schools. • Partnership high schools experienced an increase of 4% in the number of 9th graders on-track to graduation (from 60% to 64%). • Identified dozens of gifted students (GATE) whom the school district failed to identify.

Recruitment, Screening, and Selection of External Provider
• The percentage of 8th graders passing Algebra 1 increased 5% from 56% to 61% across all our middle schools. The Partnership for Los Angeles Schools will begin officially supporting Florence Griffith-Joyner Elementary School in July 2010. Florence Griffith-Joyner Elementary Schools is very similar to 99th Street Elementary School in terms of student demographics. Florence Griffith-Joyner Elementary School is the 6th lowest performing elementary school in the LAUSD. We plan to implement many of the same strategies for improvement at Griffith-Joyner that have helped us accelerate student achievement at 99th Street Elementary School moving in the right direction. Therefore, we are using our evidence of improvement from 99th Street Elementary School to provide the rationale for our transformation work at Florence Griffith-Joyner Elementary. We started working with 99th Street in July of 2008. Since that time, we have hired a new administrative team, which includes the principal. We replaced the Assistant Principal with an Instructional Specialist. The Instructional Specialist is an administrator that focuses at least 75% of their time specifically on improving the instructional program. The creation of this position allowed us greater flexibility to hire staff with the instructional expertise needed to address areas of improvement related to teacher professional development, curriculum development, curriculum alignment, supporting teacher common planning time and developing formative assessments. Together with the Partnership's instructional experts, the administrative team has revamped teacher professional development to focus on improving teacher lesson planning, teaching classroom teachers how to incorporate high yield instructional strategies into their instructional repertoire and providing common planning time for teachers to work together on developing model lessons, mapping curriculum and using assessment results to guide instruction. 99th Street Elementary API grew 54 points last year. They had dramatic increases in student proficiency in English language arts and mathematics. Major accomplishments include: • 15.4% increase in the percentage of students scoring Proficient and Advanced in **English Language Arts**. • 13% increase in the percentage of students scoring Proficient and Advanced in **Mathematics**. • 99th Street scored in the top 2% of all LAUSD elementary schools in terms of growth in **ELA** and **Math**. • 17.9% increase in the percentage of Hispanic students scoring proficient in **English Language Arts**.

Recruitment, Screening, and Selection of External Provider
• 14.6% reduction in the number of African-American students scoring Far Below and Below Basic in **ELA** • 15.3% reduction in the number of African-American students scoring Far Below and Below Basic in **Mathematics**. Other positive indicators of school improvement include an increase in the year-to-date attendance rate for students and staff. Staff attendance increased from 90.5% to 96.2% (from 2007-08 to 2008-09) and student attendance rate increased 94.7% to 96.3% (from June 2009 to April 2010). 99th Street also has reduced their year-to-date suspension rate. In 2007-08 the YTD suspension rate was 7.6%. As of April 2010, their YTD suspension rate is 0.0%. We have also made a concerted effort to improve family engagement. 99th Street does an amazing job of reaching out to parents. Parent survey results from the 2008-09 school year report that 93.9% of parents report that the school has opportunities for parent involvement and 92.4% feel welcome at school. At Griffith-Joyner Elementary School we expect to see similar improvements in student achievement data and other supporting factors such as attendance and suspensions.

Samuel Gompers Middle School

Los Angeles Unified School District

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Required Component Acronym Legend: Restart				
RP	Replace the principal who led the school prior to commencement of the transformed model.		**SD**	Promote the continuous use of student data.
ES	Use rigorous, transparent, and equitable evaluation systems for teachers and principals		**ILT**	Provide increased learning time.
IRR	Identify and reward school leaders, teacher, and other staff and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.		**FCE**	Provide ongoing mechanisms for family and community engagement.
PD	Provide staff ongoing job-embedded professional development.		**OF**	Give the school sufficient operational flexibility.
RPR	Implement strategies that are designed to recruit, place, and retain staff.		**TA**	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.
IP	Use data to identify and implement a new instructional program.		**EMO**	Select an education management organization (EMO) that has been selected through a locally-determined rigorous review process.

School: **Gompers Middle School** **Tier I**

Intervention Model: □ Turnaround **X Restart** □ Closure □ Transformation

Total FTE required: **6.5** LEA **5** School _____ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
	Teachers and Leaders					
	Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully					

	implement school reform strategies.					
ES, TA RPR	• **Transparent, rigorous, and equitable evaluation systems for teachers and principals** – In alignment and coordination with the District's larger initiative entitled Building Our Certificated Employee Development System. We will develop new or adapt existing research-based observation rubrics and corresponding protocols to replace the current approach for evaluating teachers, and our current evaluation form and process for school leaders. One key piece of the new protocols will include observation and review by expert peers or 'Teacher Leaders,' in addition to administrator observations so that teachers will have multiple observations of professional practice. Further, the rubrics we will prototype will involve collecting evidence of professional practice reflective of student achievement and increased high school graduation rates (e.g., lesson plans, sample student work). We will also develop and	**SY 2010-2011 – Prototyping:** As part of a district-wide effort, two groups of schools will be involved in prototyping the new evaluation systems in LAUSD during SY 2010-2011. The first includes schools involved in this School Improvement Grant. The second group will include a small set of voluntary schools. Participating schools will 'beta test' new evaluation protocols. We have designed prototyping efforts in consultation with the Los Angeles Educational Research Consortium so that we can isolate the quality and efficacy of these new protocols as we design the approach that will be fully implemented in the School Improvement Grant schools in SY 2011-2012. For instance, we will not use the same observation rubrics and	**$100,000** *(Year 1 only)* for participating in prototyping process [80 teachers and school leaders x $1,250] **$120,000** *(Years 1-3)* for training and individual growth allowances [80 teachers and school leaders x $500]	**$68,835**		Superintendent's Office

	incorporate measures of each individual educator's contributions to student learning (with a focus on increasing student achievement and/or high school graduation rates), including approaches that use open-ended student assessments (e.g., standardized writing assignments) and closed-ended student assessments (e.g., formative assessments, California Standards Tests). We will develop mechanisms for incorporating the feedback of students and parents into teacher reviews. Further, we will develop an approach to incorporating feedback from students, parents and school site employees into school leader reviews. Finally, we will develop a mechanism for measuring an educator's contribution to his/her school community as part of the review process.	protocols with all teachers in the Prototyping Phase. Instead, we will divide the teachers into groups. Some of the groups will work with the prospective new frameworks being recommended by a multi-stakeholder Steering Committee and a Technical Advisory Group that includes experts in various methods of teacher and school leader evaluation systems. As a comparison, one of the groups will use our current STULL form. We will include high schools, middle schools and elementary schools so that we can study which approaches work best at each school level. Further, we will not only analyze quantitative data about how well these new approaches are working vis-à-vis student achievement and graduation rates, but we will also gather feedback from participating teachers, reviewers, principals, parents and				

		students. From the quantitative and qualitative analyses during the prototyping phase, which will carefully involve the input of teachers and leaders, we will collectively design the new system to be used in SY 2011-2012 and SY 2012-2013. **SY 2011-2012 and SY 2012-2013 – Implementing the new systems:** In SY 2011-2012 and SY 2012-2013, we will implement new evaluation systems for our teachers and leaders in the School Improvement Grant schools. Following from the prototyping process described above, these evaluation systems will (a) take into account student growth as a significant factor (details to be determined during the Prototyping process), (b) include multiple observations of performance, and (c) include collecting evidence of professional practice reflective of student achievement and increased graduation rates.				

IRR, TA	• **Identifying and rewarding (incentivizing) teachers and leaders who have increased student achievement and/or high school graduation rates** – Using the evaluation systems developed in the Prototyping process, we will identify effective teachers and leaders who have increased student achievement and/or high school graduation rates. In consultation with the teachers and leaders at each school, we will then design an approach for rewarding these teachers and leaders. Each school will have rewards for individual educators, groups of educators (e.g., teachers in the same subject and grade), and/or the entire school. These rewards will come from a defined pool. All teachers and leaders will know exactly what their individual, group or whole school targets are at the beginning of the school year. They will also be given mid-year indicators of progress toward the targets to know if they are on track or not.	**SY 2010-2011 – Develop:** In alignment with the Prototyping process for the new evaluation systems and the involvement of teachers and leaders at each school, we will develop the rewards system during SY 2010-2012. **SY 2011-2012 and SY 2012-2013 – Implement:** Rewards will be implemented in SY 2011-2012 and SY 2012-2013	**$240,000** *(Years 2-3 only)* for rewards pool for improving student learning [80 teachers and school leaders x $1,500]			Superintendent's Office
PD, TA	• **Individual Growth Plans & high-quality, job-embedded professional development** – Each teacher and school leader will participate in	Implemented all three years of the grant. A basic prototype of these plans will be developed by the Ad-hoc Stakeholder Advisory	**$100,000** *(Year 1 only)* for developing individual growth plans			Superintendent's Office

		Individual Growth Planning, tying each educator's previous and current evaluations to actionable goals and activities each year. These plans will include education (attending classes and workshops), exposure (watching someone else demonstrate excellence in the development area) and experience (targeted attempts at trying out new skills in one's role as a teacher or school leader). Some subject-specific, grade-specific, and school-wide professional development will be developed based upon common goal areas in teacher and leader Individual Growth Plans. Teachers and leaders will receive incentives for developing and executing their plans. Teachers and leaders will be supported by their administrative supervisors or by a Teacher Leader as they develop and execute their plans.	Group by September 2010. This template will set out parameters and establish consistency of approach, but be customizable by schools based on site goals and context. Each teacher and leader's plan will be developed and approved by the second month of school. Teachers and leaders will pursue professional development activities throughout the course of each school year, collecting artifacts and reflecting on their experiences. Artifacts and reflections will be due in the last month of each school year, and must be turned in and approved prior to receiving the incentive.	[80 teachers and school leaders x $1,250] **$160,000** *(Years 2-3 only)*for developing individual growth plans [80 teachers and school leaders x $1,000]				
IRR	• **Removing teachers, who after ample opportunities to improve have not done so** – Based upon full implementation of the new evaluation systems in 2011-2012, we will provide intensive support to teachers who need	**SY 2010-2011** – Develop evaluation system **SY 2011-2012** – Identify teachers in need of improvement, identify improvement criteria and minimum improvement	N/A			Superintendent's Office	

	substantial improvement. These teachers will receive additional coaching in the development and execution of their Individual Growth Plans. If such teachers do not improve (according to criteria to be determined in consultation with our collective bargaining partners, and the teachers and leaders at each school), they then will be removed from the school.	thresholds, and begin providing intensive support **SY 2012-2013** – Provide intensive support and identify teachers to be removed who have not met improvement criteria.				
IRR	Opportunities for promotion and career growth: • **Teacher Leaders** – We will identify highly effective teachers to be Teacher Leaders, involved in teacher observations and reviews for the new evaluation systems. These teachers could work as classroom teachers and also spend time as Teacher Leaders conducting observations and follow-up consultations during the school year. These teachers will receive compensation for their additional work.	Identified and trained prior to the beginning of each school year. Active throughout the school year.	N/A			Superintendent's Office
PD	• **National Board Certified Teachers** – Each school has several National Board Certified Teachers. National Board Certification is awarded to teachers who demonstrate effectiveness in the classroom.	Already identified. Trained prior to the beginning of each school year. Actively involved throughout the school year.	N/A			Superintendent's Office

		In addition to a 7.5% salary increase for being certified, these teachers are eligible for an additional 7.5% salary increase for providing 92 hours of service. At SIG schools, at least half of these hours will be dedicated to supporting fellow teachers in the development and implementation of Individual Growth Plans, and/or in providing job-embedded professional development in alignment with this grant.					
PD	• **Summer PD by UCLA Coaches** – One of the core tenets of the Partnership for Los Angeles Schools' restart model is to strengthen quality instruction by building the capacity of teachers and administrators. As such, we will hire 4 UCLA instructional experts for 5 days during the summer to provide professional development for teachers to develop standards based instructional content and a professional development program for the entire school year. Professional development provided by outside experts is critical for Gompers because school staff lacks the instructional expertise and	Aug	**$40,200** *(Years 1-3)* [4 coaches x 5 days x $670 / day] **$251,034** *(Years 1-3)* [75 teachers x 5 days x 8 hrs/day x $27.89 / hr]			Assistant Superintendent of Instruction / Principal	

	experience (54% had only 1-2 years of experience in 2009) needed to help students attain sustainable achievement gains.					
PD,SD	• **UCLA Instructional Coaches** – The Partnership works with UCLA Center X to support the coaching model at its schools. Gompers will hire instructional coaches in History and Science (already have coaches for English and Math) to provide ongoing professional development and support to teachers on lesson design, delivery, and curriculum materials during the school year. The coaches are highly qualified candidates, selected based on their skills to mediate and support the thinking of teachers so that they develop the ability to own their professional growth instead of having it directed to them by a scripted program or textbook.	Sep – Jun	**$720,000** *(Years 1-3)* [2 coaches x $120,000]			Assistant Superintendent of Instruction / Principal
PD, TA	• **Weekly Teacher Planning** – Another key strategy of the Partnership's restart model is to create consistent opportunities for grade level/content area collaboration during the school day. Teachers typically do not have enough time to plan		**$225,930** *(Years 1-3)* [75 teachers x 36 weeks x 1 hr /week x $25 / hr]			Principal

	together and share best practices. Therefore, we will provide an additional hour each week for teachers to collaborate by content and grade level, to review student level data and findings from classroom observations. Based on these findings, teachers can then develop intervention plans to address specific student needs, revise pacing guides, instructional content, and teaching delivery strategies, etc.					
IP,SD	• **Summer Pay for Administrators** – Partnership believes administrative teams need to use the summer months for planning and preparation. Funds will be used to pay our principal and assistant principals to work during the summer months of July and August because we believe this additional planning time is critical in overcoming the significant challenges that face low performing schools in high poverty neighborhoods. School administrators will spend the summer reflecting on the challenges and achievements of the prior year, planning for the next school year, and supporting summer school.		**$36,000** *(Years 1-3)* for Principal **$135,000** *(Years 1-3)* [$15,000 x 3 APs]			Assistant Superintendent of Instruction

EMO, TA, PD,SD	*Institute a system for measuring changes in instructional practices resulting from professional development.* • **Instructional Rounds**: Instructional Rounds is the main mechanism Partnership schools utilize to guide and coordinate a coherent instructional program for students. Through this process, educators develop a shared practice of observing, discussing, and analyzing learning and teaching. The focused observations, the analysis of data, collaborative dialogue and decisions lead to the continued development of common goals to accelerate student achievement.	Sep- Jun	NA- already developed			Assistant Superintendent of Instruction/ Principal
	Instructional Support and Strategies					
EMO, TA	*Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.* A performance culture is an essential foundation for school success. As part of the restart model, the Partnership builds performance cultures at its schools where data is used to design rigorous learning opportunities for all students and to drive key decisions related to curriculum, professional					

	development, and resource allocation.					
SD	• **Interim Assessments** – Gompers will implement the LAUSD Periodic Assessments, which are aligned with the California academic standards. This will enable the school staff to effectively gauge student progress throughout the school year and make changes to instructional practices to better meet student learning needs. Analyzing periodic assessments provides leaders and teachers with important information about which essential standards students are /are not mastering. For instance, Gompers staff was able to target support for English teachers during their common planning period to address a common weakness across all grade levels in the area of Writing Applications and Strategies. Additionally, the team was able to identify that for 8th graders, Written Conventions was the lowest performing area for ELLs and African American students, with students answering only 37% of questions correct, on average.	Oct, Dec, Feb, Apr	N/A – already developed			Assistant Superintendent of Instruction / Principal

	Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.					
PD, SD	• **Data System** – After the LAUSD Periodic Assessments are given, we will train teachers and administrators on how to more effectively utilize LAUSD's MyData system to report the student-level assessment results back to teachers.	Oct, Dec, Feb, Apr	N/A – training provided by PLAS staff			Assistant Superintendent of Instruction / Principal
PD, SD	• **Differentiating Instruction** – Once teachers have been trained on how to analyze student-level data, instructional coaches will train teachers on how to use this information to differentiate instruction to meet the unique needs of their individual students. Analysis of periodic assessment data in all four core areas reveal clear trends where teachers can improve their coverage of the curriculum and use high yield instructional strategies to better engage students. For instance, 6th grade is the lowest performing grade for Science, and within 6th grade science standards, plate tectonics and topography are the strands that students have	Oct, Dec, Feb, Apr	N/A – costs covered above			Assistant Superintendent of Instruction / Principal

	the most trouble mastering. Students, on average, are answering fewer than 40% of questions correct in both of these areas, which places students in the Below Basic level. In History-Social Science, 7th graders perform lower than 8th graders. Within the 7th Grade standards, the weakest strand area is on the Roman Empire, where students are answering 35% of questions correctly, on average.					
SD	• **Articulation** – At the beginning of each school year, teachers will review prior year student achievement data and collaborate across grade levels to identify specific student needs of each teacher's incoming class.	Aug	N/A – costs covered above			Principal
	Establish schedules and implement strategies that provide increased learning time.					
ILT	• **Saturday School** – A majority of students in low performing schools are consistently under-performing on standardized academic assessments. Students need extended learning opportunities where they receive targeted intervention beyond what is offered during the school day. Funds will be	Sep – Jun	**$236,976** *(Years 1-3)* [15 teachers x 20 weeks x 4 hours x $66 / hr] **$42,000** *(Year 1 only)* consulting fees to develop			Administrator

	used to implement Saturday school to support the academic needs of the larger population as a whole and to provide intervention to the highest need students. Part of the program will be dedicated to project-based learning and hands-on experiential learning in core subject areas. Saturday school will provide students with increased learning time, which research has shown will have a direct impact on improving student achievement. This is critical for a school with low student proficiency rates like Gompers (12% proficiency in Math and 15% in English). Saturday school instruction will also focus on key areas where ELL students consistently score low. For instance, ELL students, on average answer 27% of questions correct on the mathematics CST related to Number Sense and Basic Operations such as multiplication and division. Another area of weakness is Measurement and Geometry, where students answer 25% of questions correct on average.		curriculum **$28,437** *(Years 1-3)* [1 administrator x 36 weeks x 4 hours x $66 / hr] **$15,000** *(Years 1-3)* for instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies)				

ILT	• **Summer Intervention Program** – Summer represents a critical opportunity for accelerating student achievement. Studies have demonstrated that children who lack engaging activities during the summer lose two months' grade-equivalent skills that have to be relearned when they return to school in the fall. Gompers will implement a 4-week summer intervention program to provide academic support and skill building to students who do not demonstrate proficiency, with a particular focus on SpEd and ELL students (0% and 2% ELA proficiency on 2009 CSTs, respectively). Student intervention will focus on key standards to improve student success as they move onto the next grade level. By analyzing periodic assessment data we know that writing standards are the lowest for all students, but especially ELLs. Students on average answer less than 40% of questions correctly on these standards.		**$394,958** *(Years 2-3 only)* [25 teachers x 4 weeks x 30 hrs / week x $66 / hr] **$6,000** *(Years 2-3 only)* for custodial services and supplies **$24,000** *(Years 2-3 only)* for instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies)			Principal
ILT, SD	• **Americorp Tutoring** – To provide individualized support and attention to the neediest students, Gompers will hire 15		**$318,000** *(Years 1-3)* [15 x ~$7000]			Principal

	Americorp tutors to provide additional support to struggling students during the school day the entire school year.					
IP, SD	• **Math Intervention Teacher** – Currently, approximately 30% of Gompers' 8th graders are enrolled in Algebra 1. Our goal is to increase this by 15% per year over the next three years. By the end of the 2014-15 SY, 10% or less of students will be enrolled in Algebra Readiness in 8th grade. To reach this goal, Gompers will hire an extra Math intervention teacher to develop an intervention curriculum which will cover two to three key standards five weeks in advance of when they will be covered in core classes, and will be administered during school and Saturday school. This intervention teacher will also provide in-class math support class. The intervention teacher will focus on helping 6th and 7th grade students acquire the necessary basic skills required to be successful in Algebra 1 as an 8th grader.		**$284,370** *(Years 1-3)* [1 teacher x 36 weeks x 40 hrs/week x $66 /hr]			Principal
	Provide appropriate social-emotional and community-oriented services and supports for students. We understand that student					

	needs extend well beyond the classroom. As part of the restart model, Gompers will implement the following initiatives and programs that address the "whole child"—social-emotional as well as academic needs:					
IP, SD	• **Psychiatric Social Worker**– We will hire a psychiatric social worker to help our students cope with the social-emotional issues and trauma that they face as a result of growing up in this challenging community, where there is a high foster population, and gangs and drugs are ubiquitous. As a result, our students have extreme emotional and psychological needs that the existing staff is unable to adequately serve. Gompers' students suspension rate has been increasing over the last 3 years. It increased by 7.2% to 56.2% during the 2008-09 SY. They are on-track to exceed that suspension rate in the 2009-10 SY. Students need support and strategies to deal with conflict, both with adults and other students.		**$270,000** [*(Years 1-3)*			Assistant Superintendent of Instruction / Principal
SD	• **Pupil Services Attendance Counselor** – We will hire a PSA to focus solely on		**$319,410** *(Years 1-3)*			Principal

	ensuring that students are attending school by taking additional measures to track student absences and communicate proactively with parents. This will play a significant role in increasing student achievement by increasing the learning time for students who would otherwise be absent from school. Gompers' YTD attendance rate has increased 2.7% during the 2008-09 SY to 93%. This is still far below our goal of 96%. The PSA will help us reach our goal of improving student attendance by 3% during the 2010-11 SY to achieve 96%.					
IRR **SD**	*Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having intended impact on student achievement, and is modified if deemed ineffective.* • **Daily classroom observations by administrators:** Gompers administrators, coaches, and coordinators visit classrooms to monitor the practice of teachers on an individual basis and offer support and written feedback. • **Benchmark Assessments:** Administrators and individual teachers monitor benchmark	Sep – Jun Sep - Jun	NA- already developed NA- already developed			Principal Principal

	assessments to ensure students have received instruction on core curricular content.					
EMO, TA **PD**	*Implement a schoolwide "response-to-intervention" model.* As a Partnership school, Gompers is provided with professional development and technical support to implement the RTI model. Gompers will implement a balanced literacy framework to complement the LAUSD core ELA curriculum. This program will target students in Tier I and Tier II of the RTI model. • **Balanced Literacy Training** – Hire 2 Professional Literacy Consultants to provide teachers with summer training, ongoing unit planning, and collaborative coaching to assist in implementing a Balanced Literacy Curriculum. Also hire a PCEC trainer to provide professional development to RSP/SDC Aids. Balanced Literacy strategies are designed to help students increase their comprehension of grade-level texts. Further, small group instruction and a focus on student-to-student engagement helps student with literary response and analysis standards. Both of these areas are weak, especially for African American and ELL students.		**$105,326** *(Years 1-3)* Balanced Literacy Materials **$108,000** *(Years 1-3)* for literacy coach stipends **$7,200** *(Years 1-3)* for PCEC Trainer **$5,400** *(Years 1-3)* for RSP/SDC Aide time			Principal

EMO **PD, SD**	*Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that English Learner students acquire the English proficiency skills necessary to master academic content within a certain time period.* The Partnership ensures schools implement a research-based approach to supporting ELLs and students with disabilities by providing professional development; instructional coaching and feedback; and student progress monitoring. As part of its restart model, Gompers will hire a special education coach to work directly with teachers to support these efforts. • **SpEd Coach** – We will provide SpEd students with a highly qualified site-based SpEd Coach, who provides ongoing professional development and support to teachers during the school year on how to adjust their teaching practices to better meet the needs of SpEd students. These needs are not currently being met, as evidenced by 0% of SpEd students being proficient in English or Math. In fact, even the percentage of SpEd students scoring basic and above dropped by 9-11% in		**$269,199** *(Years 1-3)* Special Educ. Coach			Principal

	both English and Math from 2008 to 2009.					
ILT	*Improve student transition from middle to high school through summer transition programs or freshman academies.* • **Summer Bridge** – The transition from elementary to middle school is an important time in a student's academic career. Gompers believes a summer bridge program is critical to the overall academic success of the school because it will set expectations with incoming students regarding school culture, and provide an opportunity to assess their skill level in core subject areas. Funds will help the school implement a 2-week "Summer Bridge" program for students graduating from 5th grade to prepare them to enter middle school. This program will set expectations with incoming students regarding school culture, and provide an opportunity to assess their skill level in core subject areas. For instance, last year 38% of 6th graders declined one or more proficiency levels in ELA compared to their 5th grade proficiency level and 43% of 6th graders declined 1 or more proficiency levels in		**$157,984** *(Years 2-3 only)* [15 teachers x 10 days x 8 hrs x $66 / hr] **$10,000** *(Years 2-3 only)*for instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies)			Principal

	mathematics compared to their 5th grade proficiency level.					
	Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.					
PD	• **Data System Training** – To support data-driven instruction and establish performance driven cultures, the Partnership worked with LAUSD to develop and implement the MyData system. Partnership schools piloted the system and were critical in helping LAUSD customize the early warning indicators, custom group functions and site-based assessment tracking. The Partnership is committed to ensuring the effective implementation of MyData; therefore, Gomper's teachers and administrators will be trained on how to more effectively utilize LAUSD's MyData system, which can identify students who have received two Fs or more. Research has shown that these students have a significantly higher chance of eventually dropping out, so identifying them and implementing the appropriate	Oct, Dec, Feb, Apr	N/A – training provided by PLAS staff			Assistant Superintendent of Instruction / Principal

	interventions is crucial to decreasing the dropout rate.					
	Time and Support					
	Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.					
EMO, TA	Because low performing schools have for the most part been unsuccessful at engaging parents and community members, the Partnership is deliberate and focused in its efforts to involve parents, families and communities in its restart work.					
FCE	• **Parent and Community Engagement Grant** – One of the keys to increasing student achievement in low-performing urban schools is to increase the level of parent engagement in their children's education. Gompers will form a Family Action Team, comprised of parents, students, teachers and staff who take responsibility for parent engagement. This Family Action Team will have access to funds and will decide how to best utilize this funding to increase the level of parent engagement at the		**$30,000** *(Years 1-3)* for grant to support parent engagement activities			Principal

FCE	school. 62% of parents report that they never volunteer at Gompers. Our goal is decrease that number by 20% by the end of the 2010-11 SY. • **Parent Training** – Many of the parents at Gompers may not have the time or skills to best support their children academically. We will collaborate with a community provider or non-profit (ex., LACOE) to develop and implement parent workshops designed to help parents provide a home environment that is most conducive to meeting their children's educational needs. 49% of parents report that they have visited the parent center 1 time or less during the 2008-09 school year. Out goal is to decrease that by 15% by the end of the 2010-11 school year.		**$30,000** *(Years 1-3)* [stipend for trainer and materials]			Director of Family and Community Engagement
ILT	*Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.* • **After School program** – Gompers will implement an Advisory program after school that focuses on character building and other social / emotional development to		**$85,311** *(Years 1-3)* [3 teachers x 36 weeks x 4 hrs / week x $66 / hr]			Principal

	better support our students and the severe challenges that they face. In addition, offer theater, debate, and creative writing as elective classes. This will bridge the gap between the time school ends and when parents return home from work, which research has shown is when students' needs are not being met.		**$15,000** *(Years 1-3)* for instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies)			
IP, SD	*Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.* • **Culturally Relevant Training** – Rebuilding the school culture is a critical component of the Partnership's restart model. Gompers will hire a consultant to train the staff on how to build strong relationships between teachers and students because it can have a strong impact on student achievement. The consultant will also evaluate the extent to which the program is being implemented with fidelity throughout the year. One program Gompers may implement is the Capturing Kids' Hearts training program (CKH). CKH is a key		**$75,000** *(Years 1-3)* for trainers [$5 / student x 1600 students] **$175,590** *(Years 1-3)* for substitutes [75 teachers x 3 days x $260 / day]			Assistant Superintendent of Instruction / Principal

	component of the Partnership's restart model. Capturing Kids' Hearts is a 3-day off-site learning experience that provides tools for staff to build positive, productive, trusting relationships among themselves and with their students. These processes can transform the classroom and campus environment, paving the way for high performance. During the 2008-09 SY, only 65% of teachers reported a strong sense of commitment and collaboration at Gompers. With professional development opportunities like CKH, we expect this measure to increase by 10-15% during the 2010-11 SY.					Principal Principal
SD	• **Security** – Student and staff safety is a priority at all Partnership schools. Middle school is the time when students are most susceptible to gang recruitment efforts, and when some students begin their affiliation with gangs. To minimize gang conflicts on campus and to keep external gang influences outside of the school, Gompers will hire 2 additional on campus security guards.		**$68,282** [2 guards x $36,000] *(Year 1 only)*			

IP,SD	• **Student Materials** – Early research shows that positive reinforcements can have a strong influence on behavior and can make a significant impact on children. Therefore, we will set aside funding to create and implement student incentives to enhance positive behavior, such as college visits, field trips to gain exposure to various career paths, books, etc.		**$120,000** *(Years 1-3)*			
	Governance					
EMO, TA	*A new school model (e.g., themed or dual language academy)* The Partnership believes that small schools offer an environment more conducive to: academic rigor; relevance for student learning; meaningful and personalized relationships between teachers and students; and demonstrable student achievement. In smaller schools, healthy relationships among adults and students help ensure powerful learning. As part of its restart model, Gompers will transition into smaller learning environments.					
PD	• **SLC Collaboration** – Gompers will transition into being organized as "houses", or small learning communities, which will provide staff with a smaller number of students to teach. This		**$104,597** *(Years 1-3)* [75 teachers x 50 hours x $25 / hr] *(Year 1 only)*			

	will allow for a more personalized experience for the students, as every adult will know every student's name within each house. In order to ensure this model is implemented successfully, the Gompers staff will require time to plan during the summer and school year.					
IP	• **SLC Materials** – Gompers will create signage, decorate, and develop other symbols specific to each house so that students will develop a sense of identity, ownership, and pride being associated with their house.		**$27,000** *(Year 1 only)* **$13,000** *(Year 2 only)*			
PD	• **SLC Retreat** – The staff within each house will take their students on a 1 day Saturday retreat, which will help to set expectations, develop bonds between students and staff, and build teamwork within each house.		**$42,114** *(Year 1 only)* [75 teachers x 8 hrs / $66] **$10,000** *(Year 1 only)* [50 Classified x 8 hrs x $25 / hr] **$16,000** *(Year 1 only)* for food [1600 students x 2 meals x $5 / meal] **$16,800** *(Year 1 only)* for buses			

RP	Principal has been replaced within the last two years and is implementing reform efforts.		[24 buses x $700 / bus] **$30,000** *(Year 1 only)* for facilities rental			

Implementation Chart for a Tier I or Tier II School

Directions: Please respond to the elements listed below for the School Improvement Grant application.

School: **Gompers Middle School** [X] **Tier I** [ ] Tier II

Intervention Model: [ ] Turnaround [X] **Restart** [ ] Transformation

Recruitment, Screening, and Selection of External Provider

Describe the process for ensuring the quality of the external provider [Education Management Organization (EMO)]

The Partnership for Los Angeles Schools is a 501c3 non-profit organization that began serving Gompers Middle School on July 1, 2008. The Partnership was selected by the LAUSD School Board to manage Gompers through a high quality and rigorous process. The Partnership submitted to the LAUSD Board a detailed framework for how it would accelerate student achievement at Gompers and also committed to be held accountable by the LAUSD School Board for dramatically accelerating student achievement and increasing student safety at Gompers. Before taking management authority at Gompers, the Partnership put together a high quality senior leadership team that included education leaders whom had delivered increased student achievement results both in traditional school districts and in charter schools. The Mayor of Los Angeles launched the Partnership and is deeply committed to its success. The Partnership's CEO is the former President of Green Dot Public Schools (a leading charter operator) and its Superintendent of Instruction was a former Assistant Superintendent in San Diego Unified School District. The Partnership also secured close to $60 million over ten years in financial commitments to transform Gompers and other low performing schools in LAUSD before it began directly managing Gompers. The Partnership did extensive outreach to the Gompers school community before LAUSD agreed that the Partnership would be the external provider to operate Gompers. The Partnership spent months reaching out to the Gompers school community and the teachers and the parents voted to approve the Partnership as the external provider for Gompers. To begin serving Gompers, LAUSD also required the Partnership to submit copies of the Partnership's Articles of Incorporation, Bylaws, and Certificate of Incorporation evidencing the Partnership's incorporation as a non-profit corporation.

The Partnership proved to LAUSD that it had the plan, the leadership team, the funding and the school community buy-in necessary to successfully restart and transform Gompers Middle School. The Partnership is considered a Network Partner working through LAUSD's iDesign division and signed a 5-year Memorandum of Understanding (MOU) with LAUSD. This MOU lays out the terms of the agreement between LAUSD and the Partnership and helps ensure that the Partnership delivers accelerated student academic achievement at Gompers. The MOU holds the Partnership accountable to the LAUSD Board, and contains a performance management agreement that defines the performance metrics to which Gompers and the Partnership will be held accountable. To ensure continued quality, the Partnership submits an annual plan that outlines the budget, programmatic milestones and deliverables for Gompers to LAUSD. Annually, the Partnership also submits a report on Gompers' performance as well as the Partnership's financial statement audit. Any material updates to the Partnership's restart model and to its financial and administrative procedures are also delivered regularly to LAUSD.

Recruitment, Screening, and Selection of External Provider
LAUSD reviews the School Report Card for Gompers annually to monitor improvements in student achievement and has controls in place to intervene if Gompers is not improving under the management of the Partnership. Through the MOU, LAUSD can intervene in the Partnership's management of Gompers if there are *dramatic* decreases in student achievement or *material* problems with the financial management of the school. Three years into the five year term of the MOU, if Gompers has substantially failed to meet the performance agreement metrics laid out in the MOU, the school could vote to terminate its relationship with the Partnership. The MOU also lays out a process for renewal of the MOU for another five years if the Partnership's management at Gompers is leading to accelerated academic achievement.
Describe the process that will be undertaken to recruit, screen, and select external providers, including specific criteria such as experience, qualifications, and record of effectiveness in providing support for school improvement As described above, LAUSD has already chosen the Partnership for Los Angeles Schools to be the external provider to operate Gompers Middle School. LAUSD entered into a 5 year contract with the Partnership to manage Gompers MS beginning July 1, 2008. In choosing the Partnership to manage Gompers, LAUSD reviewed the Partnership's school restart framework, the qualifications and track record of the Partnership's leadership team, the funding the Partnership had secured, the Partnership's unique relationship with the Mayor and City of Los Angeles, and the Partnership's capacity to accelerate achievement at Gompers. The Partnership's team was background checked and a team at LAUSD reviewed and evaluated the following criteria related to choosing the Partnership as an external provider: • Business qualifications – Partnership's number of years as a non-profit school management organization; the Partnership team's track record and specific experience with public school turnaround and transformation; depth and extent of the Partnership's local presence in Gompers' area; explicit support through votes for the Partnership from teachers and parents; and a description of the relationships the Partnership has established with local community groups; • Personnel qualifications - background and professional qualifications of Partnership personnel assigned to work with Gompers including description of responsibilities, related experiences and references; • Financial qualifications – financial viability of the Partnership and fundraising received by the Partnership to date. • Experience with implementing instructional and operational strategies to improve student achievement; experience with full range of responsibilities contemplated for school management and support, performance on other school transformation efforts including data on student data performance measurements monitoring and benchmarking, teacher support and professional development, school site leadership and governance development, community relationships and parent involvement. The Partnership's early success to date at Gompers gives LAUSD confidence that the Partnership will continue to be a quality external provider for Gompers Middle School.

Recruitment, Screening, and Selection of External Provider
Indicate whether the EMO or external provider has previously provided support to the school, or whether they are new to the LEA The Partnership for Los Angeles Schools began supporting Gompers MS in July 2008. In addition, the organization provides support to 11 other schools within the Los Angeles Unified School District. As mentioned previously, the Partnership will begin managing three more schools in July 2010.
Indicate evidence of the EMO's effectiveness to date On July 1, 2008, the Partnership took control of ten schools—a combination of elementary, middle, and high schools—under a Memorandum of Understanding (MOU) approved by the Los Angeles Unified Board of Education. In fall 2009, the Partnership took over management of two new small high schools, and this July 2010, the Partnership will add another three schools to its existing network. Combined, these 15 schools serve 20,000 students and close to 1,650 employees. All of the schools the Partnership manages are among LAUSD's persistently lowest performing schools. Our schools have struggled for many years under the management of LAUSD and have been unable to dramatically accelerate student achievement. However, under the management of the Partnership, our original 10 schools achieved strong academic results after just one year of support: • The average API growth across all Partnership schools was 17 points, which outpaced the state, LAUSD, and comparable LAUSD Local Districts. 99th Street Elementary School, located in South Los Angeles, was in the top 2% in terms of API growth among all 469 district elementary schools and Hollenbeck MS, in East Los Angeles, was in the top 5% of all LAUSD middle schools. • California Standards Tests (CST): 9 of 10 schools improved their proficiency rates in English Language Arts, 8 of 10 schools improved in math, 8 of 10 schools improved in Science and 5 of 6 schools improved in History-Social Science. • The 4-year graduation rates increased from 37% to 42% at Partnership high schools. • Partnership high schools experienced an increase of 4% in the number of 9th graders on-track to graduation (from 60% to 64%). • Identified dozens of gifted students (GATE) whom the school district failed to identify. • The percentage of 8th graders passing Algebra 1 increased 5% from 56% to 61% across all our middle schools. Since the 2008-2009 academic year, a totally new administrative team has been hired for Gompers Middle School, including the principal and three assistant principals. The administrative team has revamped teacher professional development to focus on improving teacher lesson planning, teaching classroom teachers how to incorporate high yield instructional strategies into their instructional repertoire and providing common planning time for teachers to work together on developing model lessons, mapping curriculum and using assessment results to guide instruction. Beginning in September 2009, the school, with the support and guidance of the Network Partner, hired UCLA Center X instructional coaches in all core content areas. Periodic Assessment results in the core content areas of English language Arts, mathematics and history-social science indicates that the supports the Network Partner and school have put in place for teachers are leading to improved classroom practices and increased student engagement, pointing towards significant gains in student achievement:

Recruitment, Screening, and Selection of External Provider
• Gompers' 2008-09 CST English language arts proficiency rate was 14.9%. The average proficiency rate across all three ELA periodic assessments for 2009-10 is 21.6%. • 2008-09 CST mathematics proficiency rate was 12%. 2009-10 mathematics benchmark assessments show students with an average proficiency rate of 20.9%. • 2008-09 CST history-social science proficiency rate was 15.7%. 2009-10 history-social science benchmark assessment results show students at an average proficiency rate of 40.2%.

Thomas Jefferson Senior High School

Implementation Chart for a Tier I or Tier II School

Required Component Acronym Legend: Transformation				
RP	Replace the principal who led the school prior to commencement of the transformed model.		**SD**	Promote the continuous use of student data.
ES	Use rigorous, transparent, and equitable evaluation systems for teachers and principals		**ILT**	Provide increased learning time.
IRR	Identify and reward school leaders, teacher, and other staff and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.		**FCE**	Provide ongoing mechanisms for family and community engagement.
PD	Provide staff ongoing job-embedded professional development.		**OF**	Give the school sufficient operational flexibility.
RPR	Implement strategies that are designed to recruit, place, and retain staff.		**TA**	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.
IP	Use data to identify and implement a new instructional program.			

School: **Thomas Jefferson High School** ☐ Tier I ☐ Tier II

Intervention Model: ☐ Turnaround ☐ Restart **X** Transformation

Total FTE required: 6.5 LEA 6 School Other

Los Angeles Unified School District

Required Component Acronym	Services & Activities	Timeline	Projected Costs **School**	 **LEA**	Resources	Oversight
RP **PD**	Principal has been replaced within the last two years and in implementing reform efforts. Implement five effective and focused instructional strategies (PBL, WICR, thinking maps, SDAIE, Interactive Notebooks) to establish a common academic language through: • 3 day Project Based Learning training for all staff with Buck Institute and Buck follow-up visits • Build capacity by training 10 teachers as Professional Development Experts in the five learning strategies	June 2010 Start August 2010			Old SIG	Principal SLC Administrators Lead Teachers = Instructional Council

	• Send 17 teachers to AVID summer trainings to build AVID program and implement WICR methodology • Provide planning staff training rate @ 27.89/hr for staff to implement 5 strategies in their curriculum plan and lessons. 2 hrs per week per person for 40 teachers for 10 months.	August 2010 August 2010	Conference Attendance **96,616** (Years 1-3) Staff Training Rate **267,744** (Years 1-3)		QEIA	
PD **PD** **OF** **PD** **SD**	Develop Professional Learning Communities for each SLC/small school as foundation of professional development and culture through • Training in Critical Friends protocols • Training of in-house "PD experts" who will help facilitate PLCs planning time for teachers to collaborate in Professional Learning Communities • Provide part-time 3 coaches for math and English • Provide part-time schedule for 5 teacher	August 2010 - 2013 On-going	Coaches **445,950** (Years 1-3)			Instructional Council

OF **SD** **PD**	leaders to facilitate implementation of Professional Learning Community • Provide for part-time data teacher leader for years 2 & 3 Monitor changes in instructional practices through • Follow-up contract services for Thinking Maps & SDAIE training • Open Door Policy		Teacher Leaders **743,250** (Years 1-3) Data Teacher Leader **99,100** (Years 1-3) SDAIE & Thinking Maps Contract **30,000** (Years 1-3)			
PD	Expand and support Learning Teams in core content areas to support content area professional development through • Planning time for teacher collaboration and curriculum development • Developing lessons, strategies and	August 2010 - 2013	Buck Institute Contract			Instructional Council

	culminating projects used in classrooms • Training and leadership by Pearson, which will continue to provide the Learning Team model, training of facilitators and protocols		**74,400** (Years 1-3) Pearson Learning Team Contract **49,000** (Year 1 only)			
SD **ILT** **PD**	Train 30 teachers for intervention strategies and classes in ELA and mathematics through • Planning time to develop data based strategies to develop intervention curriculum that will support content area. • Training time for teachers on ELA and Math strategies chosen via data analysis. • Two hours per week for 10 weeks and 4 hours per Saturday for 5 Saturdays. Replacement pay for 15 para-professionals to be trained on ELA and math strategies 8 hours/month for 10 month	August 2010 - 2013	**Teacher X time for planning** **218,484** (Year s1-3) **Paraprofessional Replacement Time**			Instructional Council

			39,456 (Years 1-3)			
SD	Provide 100 days of day-to-day sub time for ELA and ESL teachers to collaborate around student assessment data, portfolios, and curriculum-embedded assessments to provide a coordinated transition.	August 2010 - 2013	**Sub Days** **78,042** (Years 1-3)			ELA & ELD Coaches
IRR **RPR** **TA**	Provide Individual Growth Stipend for 95 at $1,250 per teacher to • incorporate the 5 focused learning strategies in curriculum • plan and lead seminar class activities that encourage college going culture • develop data based curriculum and lessons • actively participate in weekly professional development LEA will implement transparent, rigorous, and	August 2010 - 2013 On-going	**Individual Growth Stipends** **358,750** (Years 1-3)	$68,835		Instructional Council SSC Evaluation committee as per PSC plan for each SLC

ES **IRR** **RPR** **ES**	equitable evaluation systems for teachers and principals. Monitor changes in instructional practices with accountability measures for Individual Growth Stipend @ $500 per teacher and Incentive pay @ $1250 per teacher for 95 teachers through • Professional Development logs • Classroom visitation log • Portfolio of lesson plan and student work samples demonstrating focused learning strategies and seminar activities • 90% attendance of PLC meetings • Lesson plans		Individual Incentives Awards **358,750** (Years 1-3)			
IRR **RPR**	Provide Incentive Stipends for 5 school leaders @ $1250 per leader to • Professional Development logs • Classroom visitation and teacher conference log	Current and on-going (2010-2013)	**Individual Growth Allowance** **143,500** (Years1-3)			School Director from LD5 SSC

	• Portfolio of administrative duties and activities • 90% attendance at SLC, PLC, LT and other meetings					
IRR **RPR**	Provide Individual Growth Allowance for 5 school leaders @ $500 per leader to • Complete at least 5 classroom visitations per week and share observations with teachers • Plan and lead seminar class activities that encourage college going culture • Actively participate in weekly professional development and activities • 90% attendance at SLC, PLC, LT and other meetings		**Individual Growth and Rewards and Incentive Stipends for Support Staff** **132,500** (Years 1-3)			
IRR **RPR**	Provide Individual Development Stipends for 5 school leaders @ $1250 per leader to • discuss administrator		Individual Stipend **18,750** (Years 1-3) Individual Stipend			

	feedback survey with staff • collect, distribute, and review student data • review lessons and curriculum of each SLC teacher at least 2/year		**18,750** (Years 1-3)			
IP **SD** **PD**	Implement a school-based data team responsible for analyzing student achievement and performance data and making data user friendly • Training time for data team members that includes ELA/math coaches • Pay for 1 part-time coach/data team leader for data team	On-going 2010- 2013				Principal SLC Advisory Councils Instructional Council
IP **SD**	Target technology to meet RTI goals by • Implementing ALEKs program for poorly performing math	August 2010 - 2013			California Academy Grants	Math Coaches Instructional

	students by providing licenses and technology necessary for implementation • Purchasing other technology as determined by data team to best promote effective intervention • Developing technology room to use as lab for on-line courses, interventions, enrichments • Provide pay for 1 full-time technician with technology training to work with staff and equipment used in intervention/on-line classes		Teacher Auxiliary **32,775** (Years 1-3) MicroSupport Assistant **190,968** (Years 1-3)			Council

IP **SD** **FCE** **IP** **SD**	Increase rigor by providing • Pay for extra X Time pay for 5 counselors, to collaborate with parents and students to ensure that the Individual Graduation Plan is updated and all necessary classes completed in a timely manner so that every senior will leave Jefferson High School with clear goals and appropriate prerequisites for their post-secondary objectives • Stipend for SLC grade level coordinators to ensure that all students have clear post-secondary goals; students and families have updated IGPs; and seminar curriculum help students meet A-G requirements.	August 2010 - 2013	**Coordinator /Counselor X time** **81,963** (Years 1-3) Coordinator Stipend **76,758** (Years 1-3)		QEIA	SLC Advisory Councils Instructional Council

ILT **SD** **IP** **IP** **SD** **OF** **ILT**	• Teacher X time for teacher experts trained in a focused learning strategy will guide and lead other teachers on the implementation of the specific pedagogical technique to best meet their specific SLC's curriculum and content emphasis • Provide on-line AP and college classes through 180 hrs of auxiliary time at $60.70 for 1 teacher of on-line classes • Pay clerical X-time to enroll students in concurrent enrollment and career technical classes for 2 hours a week for 9 office technicians at $15.51/hr. • Pay for 1 full-time career counselor that will help students with internships and career goals, establish centralized college/career center to improve efficacy of career and early college programs • Provide bus passes for		Expert Teacher X time **18,210** (Years1-3) Clerical X –time **8,376** (Years1-3) Career Counselor **275,745** (Years 1-3) General Supplies			

	80 students who will be concurrently enrolled at Los Angeles Trade Technical College who need to travel from Jefferson to • Provide SAT Prep classes through Princeton Review for 150 1th grade students for 18 hrs.		– Bus Passes **76,800** (Years 1-3) Professional/ Consulting Services **111,600** (Years 1-3)			
IRR **RPR** **SD** **FCE**	Provide Growth Allowance @ $500 and Development stipends @ $1250 for 17 Support Staff to support drop-out prevention efforts, such as materials and planning time to support the following: • Weekly motivational student support groups • Diploma Plus Workshops • Jobs on campus for students • Home visits • Compilation of community resources in a handbook or web page • COST Team meetings and follow-ups	On-going August 2010 – 2013	**Individual Growth Allowance** **26,500** (Year 1-3) Individual Growth Allowance for School Leaders **7,500** (Year 1-3)		SIG	SLC Advisory Councils Instructional Council

	• Training of staff and sharing of strategies and information to assist with at-risk students in the classrooms					
SD	Establish weekly Seminar classes for all Jefferson students taught by all teachers, support staff and school leaders that will focus on skills and counseling needed to create a college going culture through • Reallocating time previously used for minimum days for Professional Development time in order to stabilize instruction and to	August 2010 - 2013 On-going			PSC Plan	SLC Advisory Councils Instructional Council

OF **ILT**	establish Seminar classes (Advisories) every Tuesday • Providing additional pay for 95 teachers and 5 administrators a Seminar Orientation that would include at least 300 minutes of additional instruction to build seminar relationships and orient seminar students on necessary skills, information, and learning strategies • Establish extended seminar classes for Special Education population during professional development time • Provide instructional material funds for seminar projects @ $500 per class for a total of 108 classes.	Sept 3, 2010	Teacher X time **150,876** (Year 1-3) Books and Other Reference Materials **29,250** (Year 1-3) For IMA			

ILT	Extended Day Program will provide after school or Saturday morning intervention and EL enrichment classes for CAHSEE prep, mathematics support, CTE and career support to supplement current program through 25 teacher and 5 staff salaries and instructional materials for 1000 students.	Current and on-going 2010 - 2013	**Teacher X time** **556,890** (Year 1-3) Administrator X time **33,006** (Year 1-3) IMA **389,633 ($239,633 + $150,000)** (Year 1-3) Supervision Aides **9,240** (Years 1-3) **Custodial OT** **10,500** (Years 1-3) **Custodial Supplies** **1,875**		Title 1 Bilingual	SLC Advisory Councils Instructional Council

			(Years 1-3) **Clerical Relief** **6,516** (Years 1-3) **Classified Supplement** **$21,000** (Years 1-3)			
ILT	Provide salaries for 14 student workers for 100 hours @ $10.96/hr who meet the Diamond Demo standards to provide tutoring services in classrooms or after school, work in offices or classrooms before and after school, and/or assist with after school or Saturday programs.	Sept 2009 August 2010 - 2013	Student Workers **48,057** (Year 1-3)		QEIA	SLC Advisory Councils Instructional Council

Edwin Markham Middle School

Los Angeles Unified School District

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Required Component Acronym Legend: Restart

IP	Use data to identify and implement a new instructional program.		**EMO**	Select an education management organization (EMO) that has been selected through a locally-determined rigorous review process.
RP	Replace the principal who led the school prior to commencement of the transformed model.		**SD**	Promote the continuous use of student data.
ES	Use rigorous, transparent, and equitable evaluation systems for teachers and principals		**ILT**	Provide increased learning time.
IRR	Identify and reward school leaders, teacher, and other staff and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.		**FCE**	Provide ongoing mechanisms for family and community engagement.
PD	Provide staff ongoing job-embedded professional development.		**OF**	Give the school sufficient operational flexibility.
RPR	Implement strategies that are designed to recruit, place, and retain staff.		**TA**	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.
IP	Use data to identify and implement a new instructional program.		**EMO**	Select an education management organization (EMO) that has been selected through a locally-determined rigorous review process.

School: **Markham Middle School** **Tier I**

Intervention Model: □ Turnaround **X Restart** □ Closure □ Transformation

Total FTE required: **__6.5___**LEA **__6___** School _____ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
	Teachers and Leaders					
ES, TA RPR	*Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.* • **Transparent, rigorous, and equitable evaluation systems for teachers and principals** – In alignment and coordination with the District's larger initiative entitled Building Our Certificated Employee Development System, we will develop new or adapt existing research-based observation rubrics and corresponding protocols to replace the current approach for evaluating teachers, and our current	**SY 2010-2011 – Prototyping:** As part of a district-wide effort, two groups of schools will be involved in prototyping the new evaluation systems in LAUSD during SY 2010-2011. The first includes schools involved in this School Improvement Grant. The second group will include a small set of voluntary	**$100,000** *(Year 1 only)* for participating in prototyping process [80 teachers and school leaders x $1,250]			Superintendent's Office

		evaluation form and process for school leaders. One key piece of the new protocols will include observation and review by expert peers or 'Teacher Leaders,' in addition to administrator observations so that teachers will have multiple observations of professional practice. Further, the rubrics we will prototype will involve collecting evidence of professional practice reflective of student achievement and increased high school graduation rates (e.g., lesson plans, sample student work). We will also develop and incorporate measures of each individual educator's contributions to student learning (with a focus on increasing student achievement and/or high school graduation rates), including approaches that use open-ended student assessments (e.g., standardized writing assignments) and closed-ended student assessments (e.g., formative assessments, California Standards Tests). We will develop mechanisms for incorporating the feedback of students and parents into teacher reviews. Further, we will develop an approach to incorporating feedback from students, parents and school site employees into school leader reviews. Finally, we will develop a mechanism for measuring an	schools. Participating schools will 'beta test' new evaluation protocols. We have designed prototyping efforts in consultation with the Los Angeles Educational Research Consortium so that we can isolate the quality and efficacy of these new protocols as we design the approach that will be fully implemented in the School Improvement Grant schools in SY 2011-2012. For instance, we will not use the same observation rubrics and protocols with all teachers in the Prototyping Phase. Instead, we will divide the teachers into groups. Some of the groups will work with the prospective new frameworks being recommended by a multi-stakeholder Steering Committee and a Technical Advisory Group that includes experts in various methods of teacher and school leader evaluation systems. As a comparison, one of the groups will use our current STULL form. We	**$120,000** *(Years 1-3)* for training and individual growth allowances			

	educator's contribution to his/her school community as part of the review process.	will include high schools, middle schools and elementary schools so that we can study which approaches work best at each school level. Further, we will not only analyze quantitative data about how well these new approaches are working vis-à-vis student achievement and graduation rates, but we will also gather feedback from participating teachers, reviewers, principals, parents and students. From the quantitative and qualitative analyses during the prototyping phase, which will carefully involve the input of teachers and leaders, we will collectively design the new system to be used in SY 2011-2012 and SY 2012-2013. **SY 2011-2012 and SY 2012-2013 – Implementing the new systems:** In SY 2011-2012 and SY 2012-2013, we will implement new evaluation systems for our teachers and leaders in				

		the School Improvement Grant schools. Following from the prototyping process described above, these evaluation systems will (a) take into account student growth as a significant factor (details to be determined during the Prototyping process), (b) include multiple observations of performance, and (c) include collecting evidence of professional practice reflective of student achievement and increased graduation rates.				
IRR, TA	• **Identifying and rewarding (incentivizing) teachers and leaders who have increased student achievement and/or high school graduation rates** – Using the evaluation systems developed in the Prototyping process, we will identify effective teachers and leaders who have increased student achievement and/or high school graduation rates. In consultation with the teachers and leaders at each school, we will then design an approach for rewarding these teachers and leaders. Each school	**SY 2010-2011 – Develop:** In alignment with the Prototyping process for the new evaluation systems and the involvement of teachers and leaders at each school, we will develop the rewards system during SY 2010-2012. **SY 2011-2012 and SY 2012-2013 – Implement:**	**$240,000** *(Years 2-3 only)* for rewards pool for improving student learning [80 teachers and school leaders x $1,500]			Superintendent's Office

	will have rewards for individual educators, groups of educators (e.g., teachers in the same subject and grade), and/or the entire school. These rewards will come from a defined pool. All teachers and leaders will know exactly what their individual, group or whole school targets are at the beginning of the school year. They will also be given mid-year indicators of progress toward the targets to know if they are on track or not.	Rewards will be implemented in SY 2011-2012 and SY 2012-2013				
IRR, TA	• **Individual Growth Plans & high-quality, job-embedded professional development** – Each teacher and school leader will participate in Individual Growth Planning, tying each educator's previous and current evaluations to actionable goals and activities each year. These plans will include education (attending classes and workshops), exposure (watching someone else demonstrate excellence in the development area) and experience (targeted attempts at trying out new skills in one's role as a teacher or school leader). Some subject-specific, grade-specific, and school-wide professional development will be developed based upon common goal areas in teacher and leader Individual Growth Plans. Teachers and leaders will receive incentives for developing and	Implemented all three years of the grant. A basic prototype of these plans will be developed by the Ad-hoc Stakeholder Advisory Group by September 2010. This template will set out parameters and establish consistency of approach, but be customizable by schools based on site goals and context. Each teacher and leader plan will be developed and approved by the second month of school. Teachers and leaders will pursue professional development activities throughout the course of each school year, collecting	**$100,000** *(Year 1 only)* for developing individual growth plans [80 teachers and school leaders x $1,250] **$160,000** *(Years 2-3 only)*for developing individual growth plans [80 teachers and			Superintendent's Office

	executing their plans. Teachers and leaders will be supported by their administrative supervisors or by a Teacher Leader as they develop and execute their plans.	artifacts and reflecting on their experiences. Artifacts and reflections will be due in the last month of each school year, and must be turned in and approved prior to receiving the incentive.	school leaders x $1,000]			
IRR, TA	• **Removing teachers, who after ample opportunities to improve have not done so** – Based upon full implementation of the new evaluation systems in 2011-2012, we will provide intensive support to teachers who need substantial improvement. These teachers will receive additional coaching in the development and execution of their Individual Growth Plans. If such teachers do not improve (according to criteria to be determined in consultation with our collective bargaining partners, and the teachers and leaders at each school), they then will be removed from the school.	**SY 2010-2011** – Develop evaluation system **SY 2011-2012** – Identify teachers in need of improvement, identify improvement criteria and minimum improvement thresholds, and begin providing intensive support **SY 2012-2013** – Provide intensive support and identify teachers to be removed who have not met improvement criteria.	N/A			Superintendent's Office
RP	Principal has been replaced and is implementing reform efforts.					

IRR	Opportunities for promotion and career growth: **Teacher Leaders** – We will identify highly effective teachers to be Teacher Leaders, involved in teacher observations and reviews for the new evaluation systems. These teachers could work as classroom teachers and also spend time as Teacher Leaders conducting observations and follow-up consultations during the school year. These teachers will receive compensation for their additional work.	Identified and trained prior to the beginning of each school year. Active throughout the school year.	N/A			Superintendent's Office
PD	• **National Board Certified Teachers** – Each school has several National Board Certified Teachers. National Board Certification is awarded to teachers who demonstrate effectiveness in the classroom. In addition to a 7.5% salary increase for being certified, these teachers are eligible for an additional 7.5% salary increase for providing 92 hours of service. At SIG schools, at least half of these hours will be dedicated to supporting fellow teachers in the development and implementation of Individual Growth Plans, and/or in providing job-embedded professional development in alignment with this grant.	Already identified. Trained prior to the beginning of each school year. Actively involved throughout the school year.	N/A			Superintendent's Office

PD	• **Summer PD by UCLA Coaches** – One of the core tenets of the Partnership for Los Angeles Schools' instructional model is to strengthen quality instruction by building the capacity of teachers and administrators. As such, we will hire 4 UCLA instructional experts for 5 days during the summer to provide professional development for teachers to develop standards based instructional content and a professional development program for the entire school year. Professional development provided by outside experts is critical for Markham because half of the school staff have fewer than 3 years of teaching experience, and therefore lack the instructional expertise and experience needed to help students attain sustainable achievement gains.		**$40,200** *(Years 1-3)* [4 coaches x 5 days x $670 / day] **$60,000** *(Years 1-3)* [20 teachers x 5 days x 8 hrs/day x $25 / hr)			Assistant Superintendent of Instruction / Principal
PD	• **UCLA Instructional Coaches** – The Partnership works with UCLA Center X to support the coaching model at its schools. Markham will hire instructional coaches in Math and English to provide ongoing professional development and support to teachers on lesson design, delivery, and curriculum materials during the school year. Coaches will use researched based strategies that are vertically aligned. The coaches are highly		**$720,000** *(Years 1-3)* [2 coaches x $120,000 per year]			Assistant Superintendent of Instruction / Principal

	qualified candidates, selected based on their skills to mediate and support the thinking of teachers so that they develop the ability to own their professional growth instead of having it directed to them by a scripted program or textbook.					
PD, SD	• **Weekly Teacher Planning** – Another key strategy of the Partnership's restart model is to create consistent opportunities for grade level/content area collaboration during the school day. Teachers typically do not have enough time to plan together and share best practices. Partnership schools prioritize the creation of common planning periods for teachers within the school day. Markham is a school of diverse learners, including significant populations of ELLs (32%), African American Students (27%), and Special Education students (11%). Teachers use common planning time to share best practices and instructional strategies related to meeting the needs of all students. Therefore, we will provide an additional hour each week for teachers to collaborate by content and grade level. Teachers will review student level data and findings from classroom observations. Based on these findings, teachers		**$132,300** *(Years 1-3)* [49 teachers x 1 hr /week x 36 weeks x $25 / hr]			Principal

	will develop intervention plans to address specific needs of students, revise pacing guides, review content standards, and recommend/provide best teaching strategies to meet the needs of diverse learners.					
IP, SD	• **Summer Pay for Administrators** – The Partnership believes administrative teams need to use the summer months for planning and preparation. Funds will be used to pay our principal and assistant principals to work during the summer months of July and August because we believe this additional planning time is critical in overcoming the significant challenges that face low performing schools in high poverty neighborhoods. School administrators will spend the summer reflecting on the challenges and achievements of the prior year, planning for the next school year, and supporting summer school.		**$27,000** *(Years 1-3)* for Principal **$90,000** *(Years 1-3)* [$15,000 x 2 APs]			Assistant Superintendent of Instruction
IP	• **Summer Pay for Instructional Leaders** – The Partnership will pay 7 Instructional Leaders to work during August to plan for the upcoming school year developing curriculum content, pacing guides, professional development, etc.		**$84,000** *(Years 1-3)* [7 instructional leaders x 40 hrs / week x 4			Principal

			weeks x $25 / hr]			
PD, SD	*Institute a system for measuring changes in instructional practices resulting from professional development.* • **Substitutes for Instructional Rounds Training** – Instructional Rounds is the main mechanism the Partnership schools utilize to guide and coordinate a coherent instructional program for students. Through this process, educators develop a shared practice of observing, discussing, and analyzing learning and teaching. The focused observations, the analysis of data, collaborative dialogue and decisions lead to the continued development of common goals to accelerate student achievement. Funds will be used to provide substitutes so Markham teachers can implement the instructional rounds protocol, which will enable the staff to evaluate changes in instructional practice resulting from professional development.		**$19,800** *(Years 1-3)* [5 substitutes x 10 months x 2 hrs / month x $66 / hr]			Principal
	Instructional Support and Strategies					
	Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the					

	next as well as aligned with California's adopted academic standards.					
EMO, TA	A performance culture is an essential foundation for school success. As part of the restart model, the Partnership builds performance cultures at its schools where data is used to design rigorous learning opportunities for all students and to drive key decisions related to curriculum, professional development, and resource allocation.					
SD	**Interim Assessments** – Markham will implement the LAUSD Periodic Assessments, which are aligned with the California academic standards. This will enable the school staff to effectively gauge student progress throughout the school year and make changes to instructional practices to better meet student learning needs. For instance, using periodic assessments, school leaders and coaches were able to determine that writing strategies and conventions were relatively weak for all subgroups across all grade levels. But for 8th grade ELLs and African-American students, Literary Response and Analysis was the lowest performing strand for ELA. With this information, Administrators and Coaches are able to develop PD and help teachers strengthen lesson plans to more adequately address key standards in these ELA strands.		N/A – already developed			Assistant Superintendent of Instruction / Principal

	Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.					
PD, SD	• **Data System** – After the LAUSD Interim Assessments are given, we will train teachers and administrators on how to more effectively utilize LAUSD's MyData system to report the student-level assessment results back to teachers.		N/A – training provided by PLAS staff			Assistant Superintendent of Instruction / Principal
PD, SD	• **Differentiating Instruction** – Once teachers have been trained on how to analyze student-level data, instructional coaches will train teachers on how to use this information to differentiate instruction to meet the unique needs of their individual students.		N/A – costs covered above			Assistant Superintendent of Instruction / Principal
SD	• **Articulation** – At the beginning of each school year, teachers will review prior year student achievement data and collaborate across grade levels to identify specific student needs of each teacher's incoming class.		**$58,800** *(Years 1-3)* [49 teachers x 2 days x 8 hr /day x $25 / hr]			Principal
	Establish schedules and implement strategies that provide increased learning time.					
ILT, SD	• **Extend School Day by 30 minutes** – Research has shown that increasing the learning time for students has a significant effect on improving student achievement.		**$1,493,301** *(Years 1-3)* [93 teachers x			Principal

		Therefore, we will extend the school day everyday by 30 minutes for all students, which will enable the staff to provide additional structured instructional time to better meet the needs of our students. This equates to approximately 14 days of additional instruction for all students.		173 days x 0.5 hrs x ~$61.88 / hr] **$42,714** *(Years 1-3)* [13 classified staff x $1,095.20] **$41,256** *(Years 1-3)* [5 administrators x $2,750.42]			
ILT, SD	• **Summer Intervention Program** – Summer represents a critical opportunity for impacting/accelerating student achievement. Studies have demonstrated that children who lack engaging activities during the summer lose two months' grade-equivalent skills that have to be relearned when they return to school in the fall. Markham will implement a 4-week summer intervention program to provide	July 2011-2013		**$211,200** *(Years 2-3)* [20 teachers x 4 weeks x 20 hrs / week x $66 / hr] **$14,000**			Principal

	academic support and skill building to students who do not demonstrate proficiency, with a particular focus on Special Education and ELL students (less than 2% ELA proficiency on 2009 CSTs). For instance, African-American and ELL students on average answer just 30% of questions correct on the CST ELA in Reading Comprehension and Word Analysis and Vocabulary.		*(Years 2-3)* for Classified support **$9,200** *(Years 2-3)* for custodial services and supplies **$12,000** *(Years 2-3)* for instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies)		Title I QEIA Title I QEIA	
IP, SD	• **Librarian for Summer Literacy –** The Teacher Librarian will implement a literacy initiative during the summer focused on improving literacy and English Skills of all students. The program will provide an opportunity to identify, address and rectify	July 2011-2013	**$10,560** *(Years 2-3)* [1 Librarian x 4 weeks x 20 hrs / week x $66 / hr]			Principal

	deficiencies in reading comprehension using the Accelerated Reader program. The Teacher Librarian will collaborate with teachers and integrate curriculum based lessons to support summer intervention courses, and will provide information technology integration through model lessons. Further, the Teacher Librarian will provide equal access to improve reading achievement by collaborating with teachers working directly with students, championing reading, providing an information rich learning environment and advocating information literacy through the integration of technology and curriculum.					
IP, SD	*Provide appropriate social-emotional and community-oriented services and supports for students.* • **Conflict Resolution Counselor –** We understand that student needs extend well beyond the classroom. As part of the restart model, Markham is hiring a counselor to help address the "whole child"—social-emotional as well as academic needs. The conflict resolution counselor will provide conflict resolution to students by empowering them with life-long tools to problem solve and effectively communicate. The	Sep 2010 – Jun 2013	**$270,000** *(Years 1-3)* for counselor			Principal

	counselor will hold individual, group and family sessions. The counselor will provide/assist with referrals for students and families to outside resources, organize parent workshops and provide Professional Development to staff on Conflict Resolution. Although Markham has been successful at reducing the student suspension rate from 42.9% (2008-09) to 38.6% (2009-10), they still have a lot of work to do in this area. The school's goal is to reduce the YTD suspension rate in 2010-11 by 15% to 21.8%.					
IRR **SD**	*Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having intended impact on student achievement, and is modified if deemed ineffective.* • **Daily classroom observations by administrators:** Markham administrators, coaches, and coordinators visit classrooms to monitor the practice of teachers on an individual basis and offer support and written feedback. • **Benchmark Assessments:** administrators and individual teachers monitor benchmark assessments to ensure students have received instruction on core curricular content.	Sep 2010 – Jun 2013 Sep 2010 – Jun 2013	NA NA			Principal Principal

	Implement a schoolwide "response-to-intervention" model.					
IRR	• **Intervention Coordinator** – Using Response to Intervention as the foundation, Markham will provide afterschool and within the day intervention support, for students scoring Basic and Below in English Language Arts and Mathematics. We will hire an Intervention Support Coordinator to provide training to school staff on effectively implementing the RTI model. By developing this capacity at Markham, the staff will be able to identify struggling students early, provide appropriate instructional intervention, and increase the likelihood that students will be successful in their current placement. The Intervention Support Coordinator will analyze data to measure student growth and determine the effectiveness of various interventions. In addition, the Coordinator will meet one-on-one with students to set learning goals and monitor them, and coordinate Saturday School and in-school intervention.	Sep 2010 – Jun 2013	**$288,000** *(Years 1-3)*			
	Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that					

	English Learner students acquire the English proficiency skills necessary to master academic content within a certain time period.					
IP, SD	• **Behavior Interventionist** – The Partnership ensures schools implement a research-based approach to supporting ELLs and students with disabilities by providing professional development; instructional coaching and feedback; teacher-led collaborative planning using the Lesson Study and Instructional Rounds models; and student progress monitoring. As part of its restart model, Markham will hire a behavior interventionist to work directly with students with special needs. With the funds, we will hire a highly qualified site-based Behavior Interventionist to provide student with special needs a location for a time away, peer mediation, assist with behavior modifications and academic support. The Interventionist will write, monitor and review Functional Behavior Analysis plans. The Behavior Interventionist will provide ongoing professional development and support to teachers during the school year on how to adjust their teaching practices to better service students with special needs. This position will contribute to	Sep – Jun	**$90,000** *(Year 1 only)*			Principal

	students' academic success, allow for more instruction time students will receive in classes and promote safety on the campus. As of April 2010, the Special Education Suspension Rate is 18%, with an MCD Outcome goal of reducing that to 8.6%.					
EMO, TA **IP, SD**	*Use and integrate technology based supports and interventions as part of the instructional program.* Increasing access to information technology and improving teacher and student's capacity for its use are key components of the Partnership's restart model. Technology is a complement to excellent teaching; therefore, Markham is providing access to technology resources for students and staff as well as helping build capacity through professional development. **Accelerated Reader** – The Teacher Librarian will implement the Accelerated Reader program to increase the reading comprehension levels for the 89% of students at Markham who are reading below grade level. The purpose of Accelerated Reader provides data that will monitor and personalize reading practice, encourage substantial amounts of practice according to guidelines based on research findings, and provide practice for students by facilitating and engaging students with		**$90,000** *(Years 1-3)* for Site License			Assistant Superintendent of Instruction / Principal

	appropriate reading level materials. Through its progress-monitoring and feedback mechanisms, it reinforces student effort and raises reading levels. In addition, STAR Reading will be administered by the Teacher Librarian to generate detailed reports immediately after a student completes a test, providing actionable, real-time information about students' reading skills. STAR Reading scores help educators evaluate student improvement, differentiate instruction, identify struggling students, track growth over time, and assist students in selecting appropriate books for reading practice. Data will be disaggregated to provide information about specific demographic groups of students. The program will also provide information about students' general reading skills, which will help teachers create personalized reading plans and truly differentiate instruction based on the specific needs of their students. **Student computers** – purchase new computers so that students will be able to access online programs such as Accelerated Readers and Destination Math.		**$285,000** *(Years 1-3)* for Librarian **$54,000** *(Year 1 only)*			

			for computers [36 computers x $1500]			
IP, ILT	*Increase rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework.* • **Summer Bridge** – The transition from elementary to middle school is an important time in a student's academic career. Markham believes a summer bridge program is critical to the overall academic success of the school because it will set expectations with incoming students regarding school culture, and provide an opportunity to assess their skill level in core subject areas. In 2008-09, 48% of 6th grade students declined one or more proficiency levels on their ELA CST and 59% of 6th grade students declined one or more proficiency levels on their mathematics CST. Funds will help Markham implement a 2-week "Summer Bridge" program for students graduating from 5th grade to prepare them to enter middle	Aug 2011-2013	**$23,760** *(Years 2-3 only)* [3 teachers x 10 days x 6 hrs x $66 / hr]			Principal

	school. This program will set expectations with incoming students regarding school culture, and provide an opportunity to assess their skill level in core subject areas. Accordingly, teachers will be in a better position to begin instruction immediately when the school year begins.					
ILT	*Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills.* • **Intervention / Tutoring** – Provide before- or after-school intervention and tutoring for students who have not demonstrated proficiency at grade level, enabling these students to matriculate into 9th grade (twice a year for 8 weeks each). For instance, in 2008-09, only 11% of 8th graders were at grade level in ELA and 3% of 8th graders were at grade level in mathematics.	Jan, Jul	**$79,200** *(Years 1-3)* [5 teachers x 8 weeks x 10 hrs / week x $66 / hr]			Principal
PD	*Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.* • **Data System Training** – To support data-driven instruction and establish performance driven cultures, the Partnership worked	Oct, Dec, Feb, Apr	N/A – training provided by PLAS staff			Assistant Superintendent of Instruction /

	with LAUSD to develop and implement the MyData system. Partnership schools piloted the system and were critical in helping LAUSD customize the early warning indicators, custom group functions and site-based assessment tracking. The Partnership is committed to ensuring effective implementation of MyData; therefore Markham teachers and administrators will be trained on how to more effectively utilize LAUSD's MyData system, which can identify students who have received two Fs or more. Research has shown that these students have a significantly higher chance of eventually dropping out, so identifying them and implementing the appropriate interventions is crucial to decreasing the dropout rate.					Principal
	Time and Support					
EMO, TA	*Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.* Because low performing schools have for the most part been unsuccessful at engaging parents and community members, the Partnership is deliberate and focused in its efforts to involve					

FCE	parents, families and communities in its restart work. On Markham's annual survey of parents during the 2008-09 school year, only 41% of parents reported being involved with the school. Our goal is to increase this by 15% during the 2010-11 SY to 56%. **Parent Training** – Many of the parents at Markham may not have the time or skills to best support their children academically. We will collaborate with a community provider or non-profit (ex., LACOE) to develop and implement parent workshops designed to help parents provide a home environment that is most conducive to meeting their children's educational needs.		**$30,000** *(Years 1-3)* [stipend for trainer and materials]			Director of Family and Community Engagement
SD	*Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.* • To target students who score at the Far Below and Below Basic proficiency levels in English language arts and mathematics, Markham offers extended learning opportunities before, during and after school. We found that after school intervention is not enough for our students. We needed instructional experts to push in to support students during the school day to implement a push-in model with teacher assistants to work with small groups to ensure		NA			Principal

	acceleration of performance. Push-in teachers will support small groups of students to achieve mastery on essential standards in ELA and Mathematics. For instance, in Grade 6 & 7 mathematics, students struggle with the key standards related to Number Sense, students on average answer just 30 to 35% of those questions correctly.					
IP, SD	*Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.* • **Capturing Kids' Hearts** – Because building strong relationships between teachers and students has such a strong impact on student achievement, Markham will implement the Capturing Kids' Hearts training program (CKH). CKH is a key component of the Partnership's restart model. Capturing Kids' Hearts is a 3-day off-site learning experience that provides tools for staff to build positive, productive, trusting relationships among themselves and with their students. These processes can transform the classroom and campus environment, paving the way for high performance. In order to implement this program		**$21,000** *(Years 1-3)* for trainers [$5 / student x 1400 students] **$19,510** *(Year 1 only)* for substitutes [25 teachers x 3 days x $260 / day]			Assistant Superintendent of Instruction / Principal

	effectively, we will hire a consultant to provide a 3-day training session at the beginning of year for all staff, and mid-year for any new staff. The consultant will also evaluate the extent to which the program is being implemented with fidelity throughout the year.		**$31,216** for substitutes *(Years 2-3 only)* [20 teachers x 3 days x $260 / day]			
FCE	• **Safe Passage** – Student and staff safety is a priority for Markham. Recognizing the important link between students' off-campus experiences with how easily they can learn in school, Markham is implementing a "Safe Passage" program for its students. Safe Passage is a coordinated effort between the police, community groups, school staff, and parent volunteers to ensure that students are able to walk to and from school safely. Middle school students are most at-risk because they often walk to and from school and are the most likely targets for gang recruitment.	Sep – Jun	**$64,800** *(Years 1-3)* [3 campus aides x 10 hrs / week x 36 weeks x $20 / hr]			Principal
SD	• **Security** – Middle school is the time when students are most susceptible to gang recruitment efforts, and when some students begin their affiliation with gangs. To minimize gang conflicts on campus and to keep external gang influences outside of the school,	Sep – Jun	**$72,000** *(Year 1 only)* [2 guards x $36,000]			Principal

		we will hire 2 additional on campus security guards at Markham. Only 66% of students report that they feel safe on campus. Additional security will help us reach our goal of improving this by 15% during the 2010-11 SY.		**$72,000** *(Year 2-3 only)* for 1 guard			
IP,SD	•	**Student Materials** – Early research shows that positive reinforcements can have a strong influence on behavior and can make a significant impact on children. Therefore, we will set aside funding to create and implement student incentives to enhance positive behavior, such as college visits, field trips to gain exposure to various career paths, books, etc.	Sep – Jun	**$54,774** *(Years 1-3)*			
IP,SD	•	**Classroom Libraries –** One of the Partnership's key priorities is to create literacy rich environments in all its classrooms. As part of its restart model, Markham will ensure all classrooms are print-rich and that students have access to an extensive collection of texts that are engaging, accessible and age appropriate for use in and out of class. Funds will be used to purchase lexile-level books to bolster the small number of books currently available in each classroom, which will provide additional access to grade-level appropriate books for our students.		**$26,600** *(Years 1)* [1400 students x $19 / student]			

	Governance					
EMO,TA **PD**	*A new school model (e.g., themed or dual language academy)* The Partnership believes that small schools offer an environment more conducive to: academic rigor; relevance for student learning; meaningful and personalized relationships between teachers and students; and demonstrable student achievement. In smaller schools, healthy relationships among adults and students help ensure powerful learning. As part of its restart model, Markham will transition into smaller learning environments. • **SLC Collaboration –** Markham is organized into "houses" or small learning communities, to provide staff with a smaller number of students to teach. This will allow for a more personalized experience for the students, as every adult will know every student's name within each house. In order to maximize the effectiveness of this model, we will provide time for school staff within each house to collaborate with each other on a weekly basis to plan and develop rituals and routines. During the 2008-09 school year, students reported the	Sep - Jun	**$132,300** *(Years 1-3)* [49 teachers x 36 weeks x 1 hrs x 25/hr]			Principal

	following: 68% of students said "Adults at the school knew their name" and 62% said "People at this school care if I am absent." By moving into the house structure our goal is to improve personalization and increase both of these measures by at least 10% in 2010-11 school year.					

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

Implementation Chart for a Tier I or Tier II School

Directions: Please respond to the elements listed below for the School Improvement Grant application.

School: **Markham MS**

[X] **Tier I** [ ] Tier II

Intervention Model: [ ] Turnaround [X] **Restart** [ ] Transformation

Recruitment, Screening, and Selection of External Provider
Describe the process for ensuring the quality of the external provider [Education Management Organization (EMO)]
The Partnership for Los Angeles Schools is a 501c3 non-profit organization that began serving Markham Middle School on July 1, 2008. The Partnership was selected by the LAUSD School Board to manage Markham through a high quality and rigorous process. The Partnership submitted to the LAUSD Board a detailed framework for how it would accelerate student achievement at Markham and also committed to be held accountable by the LAUSD School Board for dramatically accelerating student achievement and increasing student safety at Markham. Before taking management authority at Markham, the Partnership put together a high quality senior leadership team that included education leaders whom had delivered increased student achievement results both in traditional school districts and in charter schools. The Mayor of Los Angeles launched the Partnership and is deeply committed to its success. The Partnership's CEO is the former President of Green Dot Public Schools (a leading charter operator) and its Superintendent of Instruction was a former Assistant Superintendent in San Diego Unified School District. The Partnership also secured close to $60 million over ten years in financial commitments to transform Markham and other low performing schools in LAUSD before it began directly managing Markham. The Partnership did extensive outreach to the Markham school community before LAUSD agreed that the Partnership would be the external provider to operate Markham. The Partnership spent months reaching out to the Markham school community and

Recruitment, Screening, and Selection of External Provider
the teachers and the parents voted to approve the Partnership as the external provider for Markham. To begin serving Markham, LAUSD also required the Partnership to submit copies of the Partnership's Articles of Incorporation, Bylaws, and Certificate of Incorporation evidencing the Partnership's incorporation as a non-profit corporation. The Partnership proved to LAUSD that it had the plan, the leadership team, the funding and the school community buy-in necessary to successfully restart and transform Markham Middle School. The Partnership is considered a Network Partner working through LAUSD's iDesign division and signed a 5-year Memorandum of Understanding (MOU) with LAUSD. This MOU lays out the terms of the agreement between LAUSD and the Partnership and helps ensure that the Partnership delivers accelerated student academic achievement at Markham. The MOU holds the Partnership accountable to the LAUSD Board, and contains a performance management agreement that defines the performance metrics to which Markham and the Partnership will be held accountable. To ensure continued quality, the Partnership submits an annual plan that outlines the budget, programmatic milestones and deliverables for Markham to LAUSD. Annually, the Partnership also submits a report on Markham's performance as well as the Partnership's financial statement audit. Any material updates to the Partnership's restart model and to its financial and administrative procedures are also delivered regularly to LAUSD. LAUSD reviews the School Report Card for Markham annually to monitor improvements in student achievement and has controls in place to intervene if Markham is not improving under the management of the Partnership. Through the MOU, LAUSD can intervene in the Partnership's management of Markham if there are *dramatic* decreases in student achievement or *material* problems with the financial management of the school. Three years into the five year term of the MOU, if Markham has substantially failed to meet the performance agreement metrics laid out in the MOU, the school could vote to terminate its relationship with the Partnership. The MOU also lays out a process for renewal of the MOU for another five years if the Partnership's management at Markham is leading to accelerated academic achievement.
Describe the process that will be undertaken to recruit, screen, and select external providers, including specific criteria such as experience, qualifications, and record of effectiveness in providing support for school improvement

Recruitment, Screening, and Selection of External Provider
As described above, LAUSD has already chosen the Partnership for Los Angeles Schools to be the external provider to operate Markham Middle School. LAUSD entered into a 5-year contract with the Partnership to manage Markham MS beginning July 1, 2008. In choosing the Partnership to manage Markham, LAUSD reviewed the Partnership's school restart framework, the qualifications and track record of the Partnership's leadership team, the funding the Partnership had secured, the Partnership's unique relationship with the Mayor and City of Los Angeles, and the Partnership's capacity to accelerate achievement at Markham. The Partnership's team was background checked and a team at LAUSD reviewed and evaluated the following criteria related to choosing the Partnership as an external provider: • Business qualifications – Partnership's number of years as a non-profit school management organization; the Partnership team's track record and specific experience with public school turnaround and transformation; depth and extent of the Partnership's local presence in Markham's area; explicit support through votes for the Partnership from teachers and parents; and a description of the relationships the Partnership has established with local community groups; • Personnel qualifications - background and professional qualifications of Partnership personnel assigned to work with Markham including description of responsibilities, related experiences and references; • Financial qualifications – financial viability of the Partnership and fundraising received by the Partnership to date. • Experience with implementing instructional and operational strategies to improve student achievement; experience with the full range of responsibilities contemplated for school management and support, performance on other school transformation efforts including data on student data performance measurements monitoring and benchmarking, teacher support and professional development, school site leadership and governance development, community relationships and parent involvement. The Partnership's early success to date at Markham gives LAUSD confidence that the Partnership will continue to be a quality external provider for Markham Middle School.
Indicate whether the EMO or external provider has previously provided support to the school, or whether they are new to the LEA The Partnership for Los Angeles Schools (PLAS) began supporting Markham MS in July 2008. In addition, the organization provides support to 11 other schools within the Los Angeles Unified School District. As mentioned previously, the Partnership will begin managing three more schools in

Recruitment, Screening, and Selection of External Provider
July 2010.
Indicate evidence of the EMO's effectiveness to date On July 1, 2008, the Partnership took control of ten schools—a combination of elementary, middle, and high schools—under a Memorandum of Understanding (MOU) approved by the Los Angeles Unified Board of Education. In fall 2009, the Partnership took over management of two new small high schools, and this July 2010, the Partnership will add another three schools to its existing network. Combined, these 15 schools serve 20,000 students and close to 1,650 employees. All of the Partnership schools are among LAUSD's persistently lowest performing campuses. Our schools have struggled for many years under the management of LAUSD and been unable to dramatically accelerate student achievement. However, under the management of the Partnership, our original 10 schools achieved strong academic results after just one year of support: • The average API growth across all Partnership schools was 17 points, which outpaced the state, LAUSD, and comparable LAUSD Local Districts. 99th Street Elementary School, located in South Los Angeles, was in the top 2% in terms of API growth among all 469 district elementary schools and Hollenbeck MS, in East Los Angeles, was in the top 5% of all LAUSD middle schools. • California Standards Tests (CST): 9 of 10 schools improved their proficiency rates in English Language Arts, 8 of 10 schools improved in math, 8 of 10 schools improved in Science and 5 of 6 schools improved in History-Social Science. • The 4-year graduation rates increased from 37% to 42% at Partnership high schools. • Partnership high schools experienced an increase of 4% in the number of 9th graders on-track to graduation (from 60% to 64%). • Identified dozens of gifted students (GATE) whom the school district failed to identify. • The percentage of 8th graders passing Algebra 1 increased 5% from 56% to 61% across all our middle schools. Since the Partnership began working with Markham MS a new administrative team has been hired, which includes the principal and three assistant principals. The Partnership worked with LAUSD to create a certificated administrative position called an Instructional Specialist. The Instructional Specialist is an administrator who focuses at least 75% of his/her time specifically on improving the instructional program. The creation of this position allowed greater flexibility to hire staff with the instructional expertise needed to address areas of improvement related to teacher professional development, curriculum development, curriculum alignment, supporting teacher common planning time and developing formative assessments. Together with the Partnership's instructional experts, the administrative team has revamped teacher professional development to focus on improving

Recruitment, Screening, and Selection of External Provider
teacher lesson planning, teaching classroom teachers how to incorporate high yield instructional strategies into their instructional repertoire and providing common planning time for teachers to work together on developing model lessons, mapping curriculum and using assessment results to guide instruction. Periodic Assessment results in the core content areas of English language arts, mathematics and history-social science indicates that the supports that have been put in place for teachers are leading to improved classroom practices and increased student engagement, leading to strong gains in student achievement. • Markham's 2008-09 CST English language arts proficiency rate was 11.3%. The average proficiency rate across all three ELA periodic assessments for 2009-10 is 16.7%. • 2008-09 CST mathematics proficiency rate was 7.4%. 2009-10 mathematics benchmark assessments show students with an average proficiency rate of 12.7%. • 2008-09 CST history-social science proficiency rate was 8.2%. 2009-10 history-social science benchmark assessment results show students at an average proficiency rate of 29.7%. Other positive indicators of school improvement include an increase in the year-to-date attendance rate of 1.2% from 92.9% to 94.1% (2008-09 to 2009-10). Markham also has reduced their year-to-date suspension rate by 4.3% from 42.9% to 38.6% (2008-09 to 2009-10).

George Washington Carver Middle School

Los Angeles Unified School District

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Required Component Acronym Legend: Restart				
RP	Replace the principal who led the school prior to commencement of the transformed model.		**SD**	Promote the continuous use of student data.
ES	Use rigorous, transparent, and equitable evaluation systems for teachers and principals		**ILT**	Provide increased learning time.
IRR	Identify and reward school leaders, teacher, and other staff and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.		**FCE**	Provide ongoing mechanisms for family and community engagement.
PD	Provide staff ongoing job-embedded professional development.		**OF**	Give the school sufficient operational flexibility.
RPR	Implement strategies that are designed to recruit, place, and retain staff.		**TA**	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.
IP	Use data to identify and implement a new instructional program.		**EMO**	Select an education management organization (EMO) that has been selected through a locally-determined rigorous review process.

School: **Carver Middle School** **Tier I**

Intervention Model: □ Turnaround **X Restart** □ Closure □ Transformation

Total FTE required: **6.5** LEA **8** School _____ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
	Teachers and Leaders					
ES TA **IRR**	*Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.* • **Transparent, rigorous, and equitable evaluation systems for teachers and principals** – In alignment and coordination with the District's larger initiative entitled Building Our Certificated Employee Development System, we will develop new or adapt existing research-based observation rubrics and corresponding protocols to replace the current approach for evaluating teachers, and our current evaluation form and process for school leaders. One key piece of the new protocols will include observation and review by expert peers or 'Teacher Leaders,' in addition to administrator observations so that	**SY 2010-2013 – Prototyping:** As part of a district-wide effort, two groups of schools will be involved in prototyping the new evaluation systems in LAUSD during SY 2010-2011. The first includes schools involved in this School Improvement Grant. The second group will include a small set of voluntary schools. Participating schools will 'beta test' new evaluation protocols. We have designed prototyping efforts in	**$137,500** *(Year 1 only)* for participating in prototyping process [110 teachers and school leaders x $1,250] **$165,000**	$68,835		Superintendent's Office

ES **SD** **FCE** **IRR**	teachers will have multiple observations of professional practice. Further, the rubrics we will prototype will involve collecting evidence of professional practice reflective of student achievement and increased high school graduation rates (e.g., lesson plans, sample student work). We will also develop and incorporate measures of each individual educator's contributions to student learning (with a focus on increasing student achievement and/or high school graduation rates), including approaches that use open-ended student assessments (e.g., standardized writing assignments) and closed-ended student assessments (e.g., formative assessments, California Standards Tests). We will develop mechanisms for incorporating the feedback of students and parents into teacher reviews. Further, we will develop an approach to incorporating feedback from students, parents and school site employees into school leader reviews. Finally, we will develop a mechanism for measuring an educator's contribution to his/her school community as part of the review process.	consultation with the Los Angeles Educational Research Consortium so that we can isolate the quality and efficacy of these new protocols as we design the approach that will be fully implemented in the School Improvement Grant schools in SY 2011-2012. For instance, we will not use the same observation rubrics and protocols with all teachers in the Prototyping Phase. Instead, we will divide the teachers into groups. Some of the groups will work with the prospective new frameworks being recommended by a multi-stakeholder Steering Committee and a Technical Advisory Group that includes experts in various methods of teacher and school leader evaluation systems. As a comparison, one of the groups will use our current STULL form. We will include high schools, middle schools and elementary schools so that we can study which approaches work best at each school level. Further, we will not only analyze quantitative data about how well these new approaches	*(Years 1-3)* for training and individual growth allowances [110 teachers and school leaders x $500]			

		are working vis-à-vis student achievement and graduation rates, but we will also gather feedback from participating teachers, reviewers, principals, parents and students. From the quantitative and qualitative analyses during the prototyping phase, which will carefully involve the input of teachers and leaders, we will collectively design the new system to be used in SY 2011-2012 and SY 2012-2013. **SY 2011-2012 and SY 2012-2013 – Implementing the new systems:** In SY 2011-2012 and SY 2012-2013, we will implement new evaluation systems for our teachers and leaders in the School Improvement Grant schools. Following from the prototyping process described above, these evaluation systems will (a) take into account student growth as a significant factor (details to be determined during the Prototyping process), (b) include multiple observations				

		of performance, and (c) include collecting evidence of professional practice reflective of student achievement and increased graduation rates.				
RPR **IRR** **IRR**	• **Identifying and rewarding (incentivizing) teachers and leaders who have increased student achievement and/or high school graduation rates** – Using the evaluation systems developed in the Prototyping process, we will identify effective teachers and leaders who have increased student achievement and/or high school graduation rates. In consultation with the teachers and leaders at each school, we will then design an approach for rewarding these teachers and leaders. Each school will have rewards for individual educators, groups of educators (e.g., teachers in the same subject and grade), and/or the entire school. These rewards will come from a defined pool. All teachers and leaders will know exactly what their individual, group or whole school targets are at the beginning of the school year. They will also be given mid-year indicators of progress toward the targets to know if they are on track or not.	**SY 2010-2011 – Develop:** In alignment with the Prototyping process for the new evaluation systems and the involvement of teachers and leaders at each school, we will develop the rewards system during SY 2010-2012. **SY 2011-2012 and SY 2012-2013 – Implement:** Rewards will be implemented in SY 2011-2012 and SY 2012-2013	**$330,000** *(Years 2-3 only)* for rewards pool for improving student learning [110 teachers and school leaders x $1,500]			Superintendent's Office
PD	• **Individual Growth Plans & high-quality, job-embedded professional development** – Each teacher and school leader will participate in Individual Growth Planning, tying each educator's	Implemented all three years of the grant. A basic prototype of these plans will be developed by the Ad-hoc	**$137,500** *(Year 1 only)* for developing			Superintendent's Office

IRR	previous and current evaluations to actionable goals and activities each year. These plans will include education (attending classes and workshops), exposure (watching someone else demonstrate excellence in the development area) and experience (targeted attempts at trying out new skills in one's role as a teacher or school leader). Some subject-specific, grade-specific, and school-wide professional development will be developed based upon common goal areas in teacher and leader Individual Growth Plans. Teachers and leaders will receive incentives for developing and executing their plans. Teachers and leaders will be supported by their administrative supervisors or by a Teacher Leader as they develop and execute their plans.	Stakeholder Advisory Group by September 2010. This template will set out parameters and establish consistency of approach, but be customizable by schools based on site goals, goals, and context. Each teacher and leaders plan will be developed and approved by the second month of school. Teachers and leaders will pursue professional development activities throughout the course of each school year, collecting artifacts and reflecting on their experiences. Artifacts and reflections will be due in the last month of each school year, and must be turned in and approved prior to receiving the incentive.	individual growth plans [110 teachers and school leaders x $1,250] **$220,000** *(Years 2-3)* for developing individual growth plans [110 teachers and school leaders x $1,000]			
IRR	• **Removing teachers, who after ample opportunities to improve have not done so** – Based upon full implementation of the new evaluation systems in 2011-2012, we will provide intensive support to teachers who need substantial improvement. These teachers will receive additional coaching in the development and execution of their Individual Growth	**SY 2010-2011** – Develop evaluation system **SY 2011-2012** – Identify teachers in need of improvement, identify improvement criteria and	N/A			Superintendent's Office

	Plans. If such teachers do not improve (according to criteria to be determined in consultation with our collective bargaining partners, and the teachers and leaders at each school), they then will be removed from the school.	minimum improvement thresholds, and begin providing intensive support **SY 2012-2013** – Provide intensive support and identify teachers to be removed who have not met improvement criteria.				
IRR	Opportunities for promotion and career growth: • **Teacher Leaders** – We will identify highly effective teachers to be Teacher Leaders, involved in teacher observations and reviews for the new evaluation systems. These teachers could work as classroom teachers and also spend time as Teacher Leaders conducting observations and follow-up consultations during the school year. These teachers will receive compensation for their additional work.	Identified and trained prior to the beginning of each school year. Active throughout the school year.	N/A			Superintendent's Office
IRR	• **National Board Certified Teachers** – Each school has several National Board Certified Teachers. National Board Certification is awarded to teachers who demonstrate effectiveness in the classroom. In addition to a 7.5% salary increase for being certified, these teachers are eligible for an additional 7.5% salary increase for providing 92 hours of service. At SIG schools, at least half of these hours will be dedicated to supporting fellow teachers in the development and	Already identified. Trained prior to the beginning of each school year. Actively involved throughout the school year.	N/A			Superintendent's Office

	implementation of Individual Growth Plans, and/or in providing job-embedded professional development in alignment with this grant.					
EMOTA **PD** **SDIP**	• **Instructional Coaches** – The Partnership works with UCLA Center X to support the coaching model at its schools. Carver will hire 2 UCLA instructional coaches in Math and Science to provide ongoing professional development and support to teachers on lesson design, delivery, and curriculum materials during the school year. Despite the challenges facing many of Carver's students, we believe that teachers can do a better job of helping the students master grade level standards. For instance, in 2008-09 44% of Carver's students declined 1 or more proficiency levels on the ELA CST and 50% of Carver's students declined 1 or more proficiency levels on the Mathematics CST. This is well below the LAUSD average for middle schools of 29% decline in ELA and 38% decline in math. Instructional coaches will help strengthen teacher practice to ensure that students maintain or accelerate proficiency levels on California Standards Tests.		**$560,676** *(Years 1-3)* [2 coaches x 36 weeks x 40 hrs/week x $66 / hr] *Contracted Services*			Principal
RP	Principal has been replaced within the last two years and is implementing reform efforts.					

PD **IRR** **TA** **RPR**	• **LMU - Mount Saint Mary's Instructional Leadership Program** – During the 2010-11 and 2011-12 school years, we will pay the tuition cost for a cohort of 20 teachers to participate in this 2-year instructional leadership program. We will extend this opportunity to 20 more teachers beginning in 2012-13.		**$240,000** *(Years 1-3)* [20 teachers x $4,000 tuition per year]			Principal
TA **EMO** **IP** **SD**	*Institute a system for measuring changes in instructional practices resulting from professional development.* • **Instructional Rounds**: Instructional Rounds is the main mechanism Partnership schools utilize to guide and coordinate a coherent instructional program for students. Through this process, educators develop a shared practice of observing, discussing, and analyzing learning and teaching. The focused observations, the analysis of data, collaborative dialogue and decisions lead to the continued development of common goals to accelerate student achievement. Instructional rounds occur every 4 – 6 weeks throughout the school year.	Sep- Jun	NA- training led by Partnership team			Assistant Superintendent of Instruction/ Principal
	Instructional Support and Strategies					
	Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.					

EMO **SD** **IP** **SD**	A performance culture is an essential foundation for school success. As part of the restart model, the Partnership builds performance cultures at its schools where data is used to design rigorous learning opportunities for all students and to drive key decisions related to curriculum, professional development, and resource allocation. • **Periodic Assessments** – Carver will implement the LAUSD Periodic Assessments, which are aligned with the California academic standards. This will enable the school staff to effectively gauge student progress throughout the school year and make changes to instructional practices to better meet student learning needs.	Oct, Dec, Feb, Apr	N/A – already developed			Assistant Superintendent of Instruction / Principal
SD **IP** **SD** **EMO**	*Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.* • **Using Data to Inform Instruction** – Teachers will frequently monitor student progress by reviewing common assessment results, culminating tasks, and Periodic Assessments. In addition, teachers and administrators will be trained on how to more effectively utilize LAUSD's My Data system. • **Data Analyst** – Data analysis is a key component of the Partnership's restart		N/A – *(Years 1-3)* training provided by PLAS staff **$305,229** *(Years 1-3)*			Assistant Superintendent of Instruction / Principal Principal

TA	model. Carver will hire a data analyst to assist teachers to analyze student level data, including identification of trends at the sub-strand level on periodic assessments. This deep level on analysis will enable to teachers to better tailor their lesson design and delivery to meet the unique needs of their students.		for salary and benefits			
ILT **PD**	*Establish schedules and implement strategies that provide increased learning time.* Students need extended learning opportunities where they receive targeted intervention beyond what is offered during the school day. A critical component of Carver's restart model is extending the school calendar as well as providing summer learning opportunities for its students. • **Extended Day Year Round Calendar – The** year round school calendar has 163 days minus 7 Furlough days resulting in 156 days of instruction. We will increase the instructional day by 24 minutes in order to ensure that all students have additional time daily for learning. This extended time will provide students more opportunities to clarify their learning and provide teachers more time to check for understanding. **Administrator Z-Time** – Administrators will also need extended time to plan and facilitate professional development for teachers during unassigned time (Saturdays).		*Teacher salary cost for additional hours* **$397,694** *(Year 1)* [103 teachers x 156 days x 0.4 hrs x ~$61.88 / hr] **$13,752** *(Year 1)* [5 admin x			Principal

ILT ILT	**Classified Time** – Fund will be used for extended time for classified staff to work an additional 24 minutes per day. **School buses for Special Education students** – Funds will be used to provide transportation during the extended time for special education students.		~$2,750.42] **$10,952** *(Year 1)* [10 classified staff x ~$1,095.20] **$5,040** *(Year 1)* [14 buses x $360 / bus]			
ILT ILT	• **Extended Day Traditional Calendar –** As Carver moves from a "year round" to a traditional calendar, it will increase the instructional day by 40 minutes in order to ensure that all students have additional time daily for learning. This extended time will provide students more opportunities to clarify their learning and provide teachers ample time to check for understanding. **Administrator Z-Time** – Carver will provide extended time for administrators to plan and facilitate professional development for teachers during unassigned time (Saturdays). **Classified Time** – Classified staff will also work an additional 40 minutes per day. **School buses for Special Education**		*Teacher salary cost for additional hours* **$1,039,528** *(Years 2 - 3)* [70 teachers x 180 days x ~0.66 hrs x ~$61.88 / hr] **$27,504** *(Years 2 - 3)* [5 admin x ~$2,750.42]			Principal

ILT	**students** – Funds will be used to provide transportation during the extended time for special education students.		**$21,904** *(Years 2 - 3)* [10 classified staff x ~$1,095.20] **$10,080** *(Years 2 - 3)* [14 buses x $360 / bus]			
ILT SD	• **Summer School** – Summer represents a critical opportunity for accelerating student achievement. Studies have demonstrated that children who lack engaging activities during the summer lose two months' grade-equivalent skills that have to be relearned when they return to school in the fall. As a result, Carver will implement a 6 week summer intervention program to provide academic support and skill building to students who do not demonstrate proficiency in ELA and Math. Summer School will be essential for Carver's lowest performing students, which include African-Americans (7% of enrollment) and ELLs (45% of enrollment). In 2008-09, 5.4% of African-American students were proficient in ELA and 6.1% were proficient in mathematics. Less than 1%		**$158,400** *(Year 2)* [20 teachers x 120 hrs x $66 / hr] Teacher PD: **$7,920** *(Year 2)* [20 teachers x 6 hrs x $66/hr]			Principal

	of ELL students were proficient in ELA and 1.5% were proficient in Mathematics.		**$7,920** *(Year 2)* [1 counselor x 120 hrs x $66 / hr] **$7,500** *(Year 2)* [2 campus aides x 150 hrs x $25 / hr] General Supplies: **$42,502** *(Year 2)* [500 students x $85 / student] Custodial Services and Supplies:			

		SY 2012- 2013	**$13,000** *(Year 2)* [520 students and staff x $25 / hr] **$11,880** *(Year 3)* [1 coordinator x 180 hrs x $66 / hr] **$95,040** *(Year 3)* [12 teachers x 120 hrs x $66 / hr] Teacher PD: **$9,504** *(Year 3)* [12 teachers x 12 hrs x $66 / hr]			

			$7,920 *(Year 3)* [1 counselor x 120 hrs x $66 / hr] **$7,500** *(Year 3)* [2 campus aides x 150 hrs x $25 / hr] Instructional Materials: **$54,102** *(Year 3)* [312 students x 173.40 / student] General Supplies: **$15,600** *(Year 3)* [312 students x $50 /			

			student] Custodial Services and Supplies: **$8,125** *(Year 3)* [325 students and staff x $25 / hr]			
SD **FCE**	• **Elective Period** – In order to provide all students with an extracurricular class and to support our students as they explore their interest, we are aligning our extracurricular activities to the small learning community themes in our receiving high schools. To that end we will contract with: Nutrition Network, Los Angeles County Museum of Art, East Los Angeles College Theater Arts Department, CDTech and well known muralists in Los Angeles. These partnerships will expose our students to experts in each area and provide opportunities for teachers to co-teach the elective theme with these experts twice a week.		**$162,000** *(Years 1- 3)* [5 experts x 36 weeks x 10 hrs / week x $30 / hr] *Contracted Services*			
	• **Music Offerings** – Also, we will provide additional time for the Band teacher to allow for the music program to be available all year in a year round school.	SY 2010-2011	Teacher Z-time: **$36,960** *(Year 1)*			

			[560 hrs x $66 / hr] Teacher Auxiliary: **$15,576** *(Year 1)* [236 hrs x $66 / hr]			
	• **Coordinator Z-Time** – Because Carver is on a year-round calendar, additional time is needed for coordinators to work during their unassigned time.		**$184,800** *(Years 1-2)* [4 coord x 350 hrs x $66 / hr]			
PD	• **Administrator Z-Time** – The Partnership believes administrative teams need to use the summer months for planning and preparation. Funds will be used to pay our principal and assistant principals to work during the summer months of July and August because we believe this additional planning time is critical in overcoming the significant challenges that face low performing schools in high poverty neighborhoods. School administrators will spend the summer reflecting on the challenges and achievements of the prior year, planning for the next school year, and supporting summer school.		**$147,840** *(Years 2-3)* [5 Admin x 224 hrs x $66 /hr]			

SD IP **SD**	*Provide appropriate social-emotional and community-oriented services and supports for students.* We understand that student needs extend well beyond the classroom. As part of the restart model, Carver is implementing initiatives and programs that address the "whole child"—social-emotional as well as academic needs. Student suspensions increased 5.3% during the 2008-09 school year to 13%. Student attendance was 94.4% during the 2008-09 school year. Carver would like to reduce the YTD suspension rate to under 10% and increase student attendance to 96% by the end of the 2010-11SY. Also, student transiency at Carver was 25% during the 2008-09 SY. Therefore, the services of the following positions, especially a Social Worker and Psychologist, will help students and families address issues that impact student's ability to focus on being successful in school. • **Psychiatric Social Worker** – The PSW will provide individual, group and family therapy on topics like trauma awareness, social skills, conflict mediation and grief; provide *Back in Control* parent trainings, conduct staff development to address barriers to learning; provide community referrals with District and community resources to address student and family needs; participate in SST/COST meetings to identify student needs and services; integrate RtI2 to create and implement school and student services at every tier.		**$334,410** *(Years 1-3)* for PSW Salary (B-Basis at 8hr/day)			Principal

SD	• **Psychologist** – The psychologist will provide individual, group and family therapy on topics like academic problems, achievement goals, bilingual/bicultural adjustment, behavior and social skills, and problem solving/decision making skills. Additionally the school psychologist will assist with the development and evaluation of intervention programs and provide PD to staff on topics such as child development and adolescent issues.		**$82,831** *(Year 1)* for School Psychologist salary (K-Basis at 8hr per day for 4 days / week)			
SD	• **Pupil Services Attendant** – Carver will hire a PSA to focus solely on ensuring that students are attending school by taking additional measures to track student absences and communicate proactively with parents. This will play a significant role in increasing student achievement by increasing the learning time for students who would otherwise be absent from school.		**$106,469** *(Year 3)* for salary			
SD **IP**	• **Librarian** – The librarian will help students improve their inquiry and critical thinking skills, learn about resources and research tools and help them broaden their interest in books to enhance their growth as competent and avid readers. The librarian will also help to support the college going culture at Carver by ensuring that the Library Media Center is up to date with college information both		**$94,992** *(Year 1)* for Librarian Teacher salary			

	in print and electronic versions.					
SD **IP**	• **2 Library Aide Positions** – In order to ensure that our library remains open for students and teachers on a consistent basis, we will fund 2, 3 hour library aides. The library aides will provide assistance to students and teachers in the school library media center and perform clerical and computer duties to support library functions. Additionally, the library aides will provide guidance and assistance to students in the selection of books and using other library resources.		**$27,516** *(Year 1)* [2 Library Aides x $13,758]			
	• **Day to day substitutes** – These funds will cover the benefited absence of the register carrying CSR teachers purchased from this same fund. (30 days at $260/day)		**$1,300** *(Year 1)* [5 Days x $260 / day]			
	Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having intended impact on student achievement, and is modified if deemed ineffective.					
IP **SD**	• **Articulation –** Teachers will be released to meet with their prior grade level and post grade level colleagues, do observations of each others' classrooms, and plan instruction based on student needs. Teachers will review prior year student achievement data and collaborate across grade levels to identify specific student needs. This will enable articulation with staff at the feeder elementary and receiving high schools to		**$24,192** *(Year 1)* [93 days x $260 / substitute day]			Principal

	guarantee that students are introduced to concepts at the appropriate grade level and continue to enhance the depth of their knowledge at subsequent grade levels until they master that knowledge prior to advancing onto high school.		**$32,774** *(Years 2-3)* [63 days x $260 / substitute day]			Principal
PD **IP** **EMO** **TA** **SD**	*Implement a schoolwide "response-to-intervention" model.* As a Partnership school, Carver is provided professional development and technical support to implement the RTI model. • **Intervention System**- We will continue to implement the three tier model response to intervention and instruction (RtI2). Formative assessments such as periodic assessments and teacher created common tasks will provide data to inform instruction. Teachers will consistently monitor students learning by looking for evidence of learning throughout the lesson and there will be multiple opportunities during fist teaching to catch students who are still struggling with concepts and re-teach on the spot. Teachers and admin will also refer to the LAUSD My Data System to inform instruction.		N/A- *(Years 1-3)* already developed. Additional training provided by PLAS staff			Assistant Superintendent of Instruction/Principal
	Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to					

EMO **IP** **SD** **ES**	*ensure that English Learner students acquire the English proficiency skills necessary to master academic content within a certain time period.* The Partnership ensures schools implement a research-based approach to supporting ELLs and students with disabilities by providing professional development; instructional coaching and feedback; and student progress monitoring. All classes at Carver will use differentiated instruction and the RtI2 Problem Solving Model to best meet the learning needs of students with varying learning abilities and learning styles. Specifically, teachers will use access to core strategies such as GLAD and AEMP to enhance student learning. Additionally, teachers will use AVID strategies to address student's organizational skills.		N/A *(Years 1-3)*			Principal
IP **PD** **SD**	*Use and integrate technology based supports and interventions as part of the instructional program.* Increasing access to information technology and improving teacher and student's capacity for its use are key components of the Partnership's restart model. Technology is a complement to excellent teaching; therefore, Carver is providing access to technology resources for students and staff as well as helping build capacity through professional development.					

PD	• **Integrating Science, Technology, Engineering, and Mathematics (iSTEM)**. Carver Math and Science teachers will continue to participate in the iSTEM program which is designed to enhance and promote technology literacy skills to produce students that are ready to graduate from high school, college-prepared, career-ready and globally competitive in the 21st century. Math and Science teachers will receive additional training on using the technology for teaching and learning using these new methodologies.		NA- already developed			Assistant Superintendent of Instruction / Principal
ILT **SD**	*Improve student transition from middle to high school through summer transition programs or freshman academies.* ***(Secondary School)*** • **Algebra Bridge Program** - The transition from middle to high school is an important time in a student's academic career. Carver will implement this Credit Recovery Program for outgoing 8th grade students who received a D or an F in the final report card to help them strengthen algebraic skills to be more successful in high school. In addition to the grades, we will consider the CST and Periodic Assessment scores to identify the students for this program. During the 2008-09 SY, Carver enrolled 70% of its 8th grade students in Algebra 1. However, only 45% of those students passed the course with a 'C' or better. Even fewer students achieved proficiency on the Algebra 1		N/A – *(Years 1-3)* included in Summer School costs			

	CST test – 8.2% of students were proficient or above and 72.5% were Far Below or Below Basic on the CST. The bridge program will help to get students to proficiency and above.					
	Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate. ***(Secondary School)***					
SD **PD** **FCE**	• **The Diploma Project Counselor** will provide supplemental services such as making home visits for students on the potential Dropout list; reviewing records to ensure students enroll at the next school of attendance; connecting students to appropriate resources; providing PD for staff and parents regarding dropout prevention; participating on SST/COST/RCT meeting to identify necessary support services; and developing ICR programs for at-risk students.		N/A – purchased through QEIA		QEIA funds	
SD **IP**	• **Data System Training** – To support data-driven instruction and establish performance driven cultures, the Partnership worked with LAUSD to develop and implement the MyData system. Partnership schools piloted the system and were critical in helping LAUSD customize the early warning indicators, custom group functions and site-based assessment tracking. The Partnership is committed to ensuring effective implementation of MyData; therefore Carver teachers and		N/A – training provided by PLAS staff			Assistant Superintendent of Instruction / Principal

	administrators will be trained on how to more effectively utilize LAUSD's MyData system, which can identify students who have received two Fs or more. Research has shown that these students have a significantly higher chance of eventually dropping out, so identifying them and implementing the appropriate interventions is crucial to decreasing the dropout rate.					
	Time and Support					
FCE	*Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.* Because low performing schools have for the most part been unsuccessful at engaging parents and community members, the Partnership is deliberate and focused in its efforts to involve parents, families and communities in its restart work. On Carver's annual survey of parents during the 2008-09 school year, only 41% of parents reported being involved with the school. Our goal is to increase this by 15% during the 2010-11 SY to 56%. • **Parent and Community Engagement Grant** – One of the keys to increasing student achievement in low-performing urban schools is to increase the level of parent engagement in their children's education. Carver will form a Family		*Parent training allowance*			Director of Family and Community

FCE **FCE**	Action Team, comprised of parents, students, teachers and staff who take responsibility for parent engagement. This Family Action Team will have access to funds and will decide how to best utilize this funding to increase the level of parent engagement at the school. On 2008-09 LAUSD survey of Carver parents, 83.9% report that they feel welcomed at the school. By improving parent engagement our goals is to increase this by 6.1% and have 90% of parents report that they feel welcome at Carve by the end of the 2010-11 SY. • **Parent Training** – In an effort to support parents so that they can in turn support their students in their academic, social and emotional development, we will collaborate with a community provider to develop and implement parent workshops designed to help parents provide a home environment that is most conducive to meeting their children's needs. This may include training parents on utilizing LAUSD's online system to monitor the status and progress of their children. Only 32.2% of parents report that they have a high level of involvement in their child's academic life. By increasing the quality of parent trainings and reaching a greater number of parents, we plan to increase this by 10% to 42.2% during the 2010-11 SY.		**$15,000** *(Years 1-3)* *Contracted Services* **$30,000** *(Years 1-3)* per year *Materials for Parent Conferences* **$4,676** *(Year 1)* **$3,000**			Engagement

			(Years 2-3)			
IP SD	*Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.* Rebuilding the school culture is a critical component of the Partnership's restart model. • **Capturing Kids' Hearts** – Because building strong relationships between teachers and students has such a strong impact on student achievement, Carver will implement the Capturing Kids' Hearts training program (CKH). CKH is a 3-day off-site learning experience that provides tools for staff to build positive, productive, trusting relationships among themselves and with their students. In order to implement this program effectively, we will hire a consultant to provide the training as follows: Track B in Sep/Oct, Track C in Nov/Dec and Track A in Jan/Feb. The consultant will also evaluate the extent to which the program is being implemented with fidelity throughout the year.		*Contracted Services* **$61,250** *(Year 1)* **$11,250** *(Years 2-3)*			Assistant Superintendent of Instruction / Principal

Implementation Chart for a Tier I or Tier II School Implementation Chart for a Tier I or Tier II School

Directions: Please respond to the elements listed below for the School Improvement Grant application.

School: **Carver MS**

[X] **Tier I** [ ] Tier II

Intervention Model: [ ] Turnaround [X] **Restart** [ ] Transformation

Recruitment, Screening, and Selection of External Provider
Describe the process for ensuring the quality of the external provider [Education Management Organization (EMO)]
The Partnership for Los Angeles Schools was selected as the external provider to manage Carver Middle School through LAUSD's Public School Choice Process (PSCP) described in more detail previously in this application. In PSCP, LAUSD asked for external providers as well as internal candidates to take over management of some of its lowest performing schools. Through PSCP, the Partnership submitted to the LAUSD staff and Board a detailed plan for how it would accelerate student achievement at Carver and also committed to be held accountable by the LAUSD School Board for dramatically accelerating student achievement and increasing student safety at Carver. The Partnership competed against other applicants to operate Carver and was chosen by the LAUSD Board due to the strength of the Partnership's plan and the Partnership's track record for managing other low performing schools. The PSCP process included a number of community meetings regarding the plans, advisory votes from the school community, two different sets of independent readers of the different plans, a review by the Superintendent and a review and ultimate decision by the LAUSD Board of Education.

Recruitment, Screening, and Selection of External Provider
During PSCP, LAUSD looked closely at the track record of the applicants who applied to operate Carver. The Partnership has been serving a number of low performing schools in Los Angeles since July 2008 and has delivered strong results. The Partnership schools went up on average 17 points on the API last year which was higher than the State and district averages as well as higher than comparable schools. Attendance is up in Partnership schools, suspensions are down and the number of 8th graders taking Algebra 1 has increased significantly. LAUSD also closely examined the strength of the senior leadership team at the Partnership which includes education leaders who have delivered increased student achievement results both in traditional school districts and in charter schools. The Mayor of Los Angeles launched the Partnership and is deeply committed to its success. The Partnership's CEO is the former President of Green Dot Public Schools (a leading charter operator) and its Superintendent of Instruction was a former Assistant Superintendent in San Diego Unified School District. Since its inception, the Partnership has secured over $60 million over ten years in financial commitments to transform low performing schools in LAUSD. The Partnership's private funding to date and its ability to generate additional philanthropic funds and partnerships was a factor analyzed during the PSCP process. The Partnership also outreached to the Carver school community before LAUSD agreed that the Partnership would be the external provider to operate Carver. As a part of PCSP, LAUSD required the Partnership to submit copies of the Partnership's Articles of Incorporation, Bylaws, and Certificate of Incorporation evidencing the Partnership's incorporation as a non-profit corporation. The Partnership proved to LAUSD that it had the plan, the proven track record, the leadership team, and the funding to successfully restart and transform Carver Middle School. The Partnership will be considered a Network Partner working through LAUSD's iDesign division and will have a 5-year Memorandum of Understanding (MOU) with LAUSD to manage Carver beginning July 1, 2010. This MOU lays out the terms of the agreement between LAUSD and the Partnership and helps ensure that the Partnership delivers accelerated student academic achievement at Carver. The MOU holds the Partnership accountable to the LAUSD Board, and contains a performance management agreement that defines the performance metrics to which Carver and the Partnership will be held accountable. To ensure continued quality, the Partnership will submit an annual plan that outlines the budget, programmatic milestones and deliverables for Carver to LAUSD. Annually, the Partnership will also submit a report on Carver's performance as well as the Partnership's financial statement audit. Any material updates to the Partnership's restart model and to its financial and administrative procedures will be delivered regularly to LAUSD. LAUSD will review the School Report Card for Carver annually to monitor improvements in student achievement and will have controls in place to

Recruitment, Screening, and Selection of External Provider
intervene if Carver is not improving under the management of the Partnership. Through the MOU, LAUSD will be able to intervene in the Partnership's management of Carver if there are *dramatic* decreases in student achievement or *material* problems with the financial management of the school. The MOU will also lay out a process for renewal of the MOU for another five years if the Partnership's management at Carver is leading to accelerated academic achievement.
Describe the process that will be undertaken to recruit, screen, and select external providers, including specific criteria such as experience, qualifications, and record of effectiveness in providing support for school improvement As described above, LAUSD has already chosen the Partnership for Los Angeles Schools to be the external provider to operate Carver Middle School through the PSCP process. The Partnership will begin to manage Carver MS beginning July 1, 2010 and will have an initial MOU for five years. In choosing the Partnership to manage Carver, LAUSD reviewed the Partnership's detailed improvement plan for Carver, the Partnership's performance to date at other schools, the qualifications and track record of the Partnership's leadership team, the funding the Partnership had secured, the Partnership's unique relationship with the Mayor and City of Los Angeles, and the Partnership's capacity to accelerate achievement at Carver. The Partnership's team was background checked and a team at LAUSD reviewed and evaluated the following criteria related to choosing the Partnership as an external provider: • Business qualifications – Partnership's number of years as a non-profit school management organization; the Partnership team's track record and specific experience with public school turnaround and transformation; depth and extent of the Partnership's local presence in Carver's area; and a description of the relationships the Partnership has established with local community groups; • Personnel qualifications - background and professional qualifications of Partnership personnel assigned to work with Carver including description of responsibilities, related experiences and references; • Financial qualifications – financial viability of the Partnership and fundraising received by the Partnership to date. • Experience with implementing instructional and operational strategies to improve student achievement; experience with full range of responsibilities contemplated for school management and support, performance on other school transformation efforts including data on student data performance measurements monitoring and benchmarking, teacher support and professional development, school site leadership and governance development, community relationships and parent involvement.

Recruitment, Screening, and Selection of External Provider
Indicate whether the EMO or external provider has previously provided support to the school, or whether they are new to the LEA The Partnership for Los Angeles Schools will begin the partnership with Carver MS in July 2010. In addition, the organization already provides support to 12 other schools, through a Memorandum of Understanding (MOU), within the Los Angeles Unified School District. Including Carver and the other two schools awarded to the Partnership through the Public School Choice Process, the Partnership will be managing 15 schools beginning in July 2010.
Indicate evidence of the EMO's effectiveness to date On July 1, 2008, the Partnership took control of ten schools—a combination of elementary, middle, and high schools—under a Memorandum of Understanding (MOU) approved by the Los Angeles Unified Board of Education. In fall 2009, the Partnership took over management of two new small high schools, and this July 2010, the Partnership will add another three schools (Carver being one of them) to its existing network. Combined, these 15 schools serve 20,000 students and close to 1,650 employees. All of the schools the Partnership manages are among LAUSD's persistently lowest performing schools. Our schools have struggled for many years under the management of LAUSD and have been unable to dramatically accelerate student achievement. However, under the management of the Partnership, our original 10 schools achieved strong academic results after just one year of support: • The average API growth across all Partnership schools was 17 points, which outpaced the state, LAUSD, and comparable LAUSD Local Districts. 99th Street Elementary School, located in South Los Angeles, was in the top 2% in terms of API growth among all 469 district elementary schools and Hollenbeck MS, in East Los Angeles, was in the top 5% of all LAUSD middle schools. • California Standards Tests (CST): 9 of 10 schools improved their proficiency rates in English Language Arts, 8 of 10 schools improved in math, 8 of 10 schools improved in Science and 5 of 6 schools improved in History-Social Science. • The 4-year graduation rates increased from 37% to 42% at Partnership high schools. • Partnership high schools experienced an increase of 4% in the number of 9th graders on-track to graduation (from 60% to 64%). • Identified dozens of gifted students (GATE) whom the school district failed to identify. • The percentage of 8th graders passing Algebra 1 increased 5% from 56% to 61% across all our middle schools.

Recruitment, Screening, and Selection of External Provider
Since this Carver will be a new partner school for the Partnership we can compare the organization's work with a similar school in type and student composition. Carver Middle School is very similar to Markham Middle School in terms of their current level of achievement and student demographics, although Markham has a larger number of African-American students. Carver Middle School is the third lowest performing middle school in the LAUSD and Markham is the 2nd lowest performing. The Partnership plans to implement many of the same strategies for improvement at Carver that have helped them get Markham moving in the right direction. Therefore, we are using evidence of improvement from Markham MS to provide the EMO's effectiveness to date. PLAS partnership with Markham began in July of 2008. Since that time a new administrative team has been hired, which includes the principal and three assistant principals. PLAS also worked with LAUSD to create a certificated administrative position called an Instructional Specialist. The Instructional Specialist is an administrator that focuses at least 75% of his/her time specifically on improving the instructional program. The creation of this position allowed greater flexibility to hire staff with the instructional expertise needed to address areas of improvement related to teacher professional development, curriculum development, curriculum alignment, supporting teacher common planning time and developing formative assessments. Together with PLAS' instructional experts, the administrative team has revamped teacher professional development to focus on improving teacher lesson planning, teaching classroom teachers how to incorporate high yield instructional strategies into their instructional repertoire and providing common planning time for teachers to work together on developing model lessons, mapping curriculum and using assessment results to guide instruction. Periodic Assessment results in the core content areas of English language Arts, mathematics and history-social science indicates that the supports put in place for teachers are leading to improved classroom practices and increased student engagement, and as a result stronger gains in student achievement can be seen. • Markham's 2008-09 CST English language arts proficiency rate was 11.3%. The average proficiency rate across all three ELA periodic assessments for 2009-10 is 16.7%. • 2008-09 CST mathematics proficiency rate was 7.4%. 2009-10 mathematics benchmark assessments show students with an average proficiency rate of 12.7%. • 2008-09 CST history-social science proficiency rate was 8.2%. 2009-10 history-social science benchmark assessment results show students at an

Recruitment, Screening, and Selection of External Provider
average proficiency rate of 29.7%. Other positive indicators of school improvement include an increase in the year-to-date attendance rate of 1.2% from 92.9% to 94.1% (2008-09 to 2009-10). Markham also has reduced their year-to-date suspension rate by 4.3% from 42.9% to 38.6% (2008-09 to 2009-10). We expect to see similar improvements in student achievement data and other supporting factors such as attendance and suspensions at Carver Middle School.

Maywood Academy High School

Los Angeles Unified School District

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Required Component Acronym Legend: Transformation				
RP	Replace the principal who led the school prior to commencement of the transformed model.		**SD**	Promote the continuous use of student data.
ES	Use rigorous, transparent, and equitable evaluation systems for teachers and principals		**ILT**	Provide increased learning time.
IRR	Identify and reward school leaders, teacher, and other staff and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.		**FCE**	Provide ongoing mechanisms for family and community engagement.
PD	Provide staff ongoing job-embedded professional development.		**OF**	Give the school sufficient operational flexibility.
RPR	Implement strategies that are designed to recruit, place, and retain staff.		**TA**	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.
IP	Use data to identify and implement a new instructional program.			

School: **Maywood Academy High School** [X] Tier I [ ] Tier II

Intervention Model: [ ] Turnaround [ ] Restart [X] Transformation

Total FTE required: 5 LEA .5 School Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
RP	Principal has been replaced beginning in September 2010 and will implement reform efforts.					
TA	LEA will implement transparent, rigorous, and equitable professional growth and support systems for teachers and principals.	7.01.10 – 6.30.13		68,853		

PD **RPR** **SD**	Ongoing, high quality job embedded staff development aligned with the school's comprehensive instructional program as designed with school staff to facilitate effective teaching and learning so as to implement reform strategies as outlined in the school's Public School Choice proposal. Professional Development areas include: • SDAIE Strategies for all students and especially English Language and Special Education students; • Cooperative Learning Strategies; • Thinking Maps • Interactive Direct Instruction; • Writing Meaningfully Daily; • Instructional Objectives • Classroom Management • Cultural Relevance • Personalized Learning Communities • Assessment – use of data to identify and implement an instructional program that is research based and vertically aligned form one grade to the next as well as with California standards. • Special Education/Gifted and English Learners		**598,320** *(Years 1-3)* to pay for teacher planning by dept. and SLC For 60 staff members and 3 admins. 63 teachers/ support staff and school leaders X 28 days, twice monthly at 2 hours each (beyond the school day) in support of 14 LAUSD / MAHS PD days scheduled over a 10 month period. This effort also includes the opportunity to attend conferences			Supt's Office LD 6 School Leadership Council

	Books and materials – 396.82 X 63 per staff for professional learning libraries supporting improved teaching and learning as per professional development topics.		(1000. per teacher) @ **180,000** *(Years 1-3)* Books and materials (**75,000**) *(Years 1-3)* (**300,000**) *(Years 1-3)* In support of contracts with outside providers for PD packages. Partners will include Institutions of Higher Learning			

			including UCLA School of Management, USC, CSU's and LACOE			
IRR **RPR** **SD** **IP**	LAUSD - Teacher Effective Task Force Recommendations – of allowing a 3000.00 incentive stipend per instructor/support staff/administrator who increases student achievement on any number of performance outcome indicators (CST's, CAHSEE, High School graduation rates, periodic assessments, formative and summative exams) or as determined by the School Leadership Council which has purview of instruction and is able to put support mechanisms and plans in place. This effort will be revised and/or revitalized as needed for school year's 2 and 3 if the grant is awarded. 50 teachers x 3000.00 – 150,000.00 8 support staff x 3000.00 24,000.00 3 administrators x 3,000. – 9,000.00		**549,000** *(Years 1-3)*			Supt.'s Office School Leadership Council

IP **SD**	Department Chairperson Differentials at 1500.00 per year to support data disaggregation efforts schoolwide on an ongoing basis. Data outcomes will drive the instructional program at the school and department chairpersons will be charged with providing opportunities for evaluation of data and student work on an ongoing basis and at least twice per month. This will be in addition to providing the department with a monthly overview of data outcomes, hosting conversations with individual members of the department in addition to fulfilling other department chairperson obligations as outlined by LAUSD.		**45,000** *(Years 1-3)*			School Leadership Council
PD **PD**	Instructional Coach .50 Math .50 English The School Leadership Council recognizes and asks for the support of part time instructional coaches in the areas of math and language arts. The coach will be charged with providing support, guidance and direction to individual teachers so as to support improved outcomes. These coaches will meet with individual teachers to review data outcomes and to recommend strategies for improvement and/or to model strategies		**140,175** *(Years 1-3)* **140,175** *(Years 1-3)*			School Leadership Council

ES **SD**	which may align themselves with improvement. Ultimately, the instructional coach position is designed to best and better support improved outcomes for students.					
OF	Early start of the school year to allow for students to be better prepared for meeting the required proficiency levels when school provides intervention activities for at-risk students.					
ILT	Establishment of an extended day school schedule that allows for an increased school day of up to 60 minutes per day that will include one hour of intervention/enrichment time for all students so as to increase learning time. The School Leadership Council is committed to providing intervention time for all students and for those not requiring intervention, they will either serve in support of classroom teachers as peer mentors or they will benefit from the additional hour by having an enrichment period whereby they are able to gain by having accelerated learning		**1,751,142** *(Years 1-3)*			Supt's Office LD6 School Leadership Council

	opportunities. The school staff is committed to finding a way to provide during the school day intervention opportunities that are planned, coordinated and supported by Smaller Learning Communities, Departments and parent needs.					
SD **SD** **SD**	Providing appropriate social, emotional and community oriented services and supports for all students as needed. It should be noted that this school population is school wide Title I and are thereby disadvantaged according to their socio-economics. The School Leadership Council recommends the purchase of a school Pupil School Attendance Worker and a Psychiatric Social worker at 2.5 days each so as to make them full time in that the Title I budgets also pay for 2.5 days each. In this manner, students from this very need community would have a full time PSA and PSW		**164,064** *(Years 1-3)* @ 54,688 for each .5 position **164,064** *(Years 1-3)* @ 54,688 for each .5 position			School Leadership Council
PD	Response to Intervention Training - Materials, Equipment as per ALEKS licenses Schoolwide for math intervention support,		For Technology **459,201**			LAUSD

SD	- CAHSEE Revolution Training and computer software; - And SRT Computer Training Software supporting the use of technology in improving English Language Arts outcomes in writing and test taking. All students with below basic and far below basic designations on the CST's and or those performing at levels 1, 2 and 3 on the CELDT testing (for English Learners) and those not meeting the goals as stated on their IEP's (special education students) will be the focus and will be enrolled in mandatory intervention classes that will support their having improved outcomes. This effort will require an investment in technology (hardware), licensing and the purchasing of relevant computer programs		*(Years 1-3)* IMA **177,585** *(Years 1-3)*			LD6 School Leadership Council
SD	Purchase of Classified Staff – Office Technician to support maintenance, collection and distribution of data information as requested by administrators, instructional coaches, department chairpersons, SLC Leads. Ed Aide – so as to provide classroom support and/or library support for Response to Intervention efforts.		**174,327** *(Years 1-3)* **129,276** *(Years 1-3)*			School Leadership Council
SD	Purchase of School Supervision Aides (2) and/or 1 School Safety Officer so as to maintain a safe campus during the day and during intervention program efforts so that instruction can take precedence on this site.		**210,000** *(Years 1-3)*			School Leadership Council

	These personnel will be directly responsible for supporting an improved school climate and discipline issues so as to assist in implementing positive behavioral support that will take the steps necessary to eliminate bullying, student harassment and other unsafe conditions that will negative effect student outcomes.					
ILT **FCE** **FCE**	Purchase of 1 part time custodial staff members to support after school and weekend tutorial programs and clean up so as to insure the campus is clean at all times and conducive to students learning. Parents as partners – Community Liaison training preparation and community outreach. Equipment purchases 6 laptops @ 800.00 each to support parent learning and outreach within the community. **Parent Ombudsman / School Community Liaison** training stipends @ 1500.00 annually x 10 parents = 15,000.00 **Parent liaison** PD stipends for 4 persons - one for each of 3 SLC's @ 1000.00 annually = (12,000.00) and one who will work school wide. Stipends are paid for parent attendance, training, translation and support of		**167,043** *(Years 1-3)* **152,313** *(Years 1-3)* **45,000** *(Years 1-3)* **39,000**			School Leadership Council

FCE	other parents at homes/schools. 10 PD opportunities @ 100.00 each including four parent outreach efforts (Open House, Back to School Night and two Parent Conferencing nights) in addition to monthly training/logs and parent sign-ions. = (1000.00) for a total of 13 k.		*(Years 1-3)*			

SIG Form 4b–LEA Projected Budget

LEA Projected Budget - Revised

Fiscal Year 2009–10

Name of School: **Los Angeles Unified School District**	
Name of LEA: **Los Angeles Unified School District**	
County/District (CD) Code: **19-64733**	
County: **Los Angeles**	
LEA Contact: **Sharon Robinson**	Telephone Number: **213-241-7000**
E-Mail: **sharon.robinson@lausd.net**	Fax Number: (213) 241-8442
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries	341,147	341,147	341,147
1999				
2000–	Classified Personnel Salaries	219,478	219,478	191,792
2999				
3000–	Employee Benefits	185,033	185,033	174,980
3999				
4000–	Books and Supplies	18,947	43,233	68,561
4999				
5000– 5999	Services and Other Operating Expenditures	30,000	30,000	30,000
6000–	Capital Outlay			
6999				
7310 &	Transfers of Indirect Costs	41,903	76,738	87,954
7350				
7370 &	Transfers of Direct Support Costs			
7380				
Total Amount Budgeted		**$836,508**	**$895,629**	**$894,434**

SIG Form 5b–LEA Budget Narrative

LEA Budget Narrative - Revised

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Turnaround Support Center Director – 1.0 FTE Support and monitor the 9 schools in addition to subsequent schools selected, the teacher effectiveness components that must be implemented, as well as serve as liaison among all District partners and offices. The Director will be accountable for overall school performance such as the evaluation of the school improvement grant. $132,176 x 3 years ~ $396,528	**$396,528**	1000
Principal Leader – 1.0 FTE Serves as a coach to support the school principal. Salary plus 6 weeks of X time. $127,539 x 3 years ~ $382,617	**$382,617**	1000
Teacher Lead – 1.0 FTE Serves as an expert to ensure implementation and integration of literacy and numeracy in all core classes. In addition, the teacher lead will work closely with out-of-classroom support staff to evaluate student performance data. Salary plus 6 weeks of X time. $81,432 x 3 years = $244,296	**$244,296**	1000
Clerical Administrative Aide – 1.0 FTE Salary plus 6 weeks of X time. $44,976 x 3 years = $134,928	**$134,928**	2000
Program Evaluation & Research Coordinator 1.0 – FTE Manages evaluation and research projects related to program implementation, including research design and instrument development. $86,352 x 3 years = $259,056	**$259,056**	2000

Data Administrative Analyst - 1.0 FTE Responsible for completing the required SIG track evaluation and monitoring data. $60,464 x 3 years = $181,392	**$181,392**	2000
Fiscal Specialist – 0.5 FTE Budget development and implementation, monitoring budget vs. actual expenditures. Salary plus 6 weeks of X time. $27,686 x 2 years (Years 1-2) = $55,372	**$55,372**	2000
Benefits $185,033 x 2 years(years 1-2) = $370,066 + (year 3) 174,980 = 545,046	**$545,046**	3000
Bi-annual convocations/symposia on measuring educator effectiveness $30,000 x 3 years = $90,000	**$90,000**	5000
Materials and Supplies $18,947 – Year 1 $43,233 – Year 2 $68,561 – Year 3 Total for 3 years = $130,741	**$130,741**	4000
Indirect Costs $41,903 – Year 1 $76,738 – Year 2 $87,954 – Year 3 Total for 3 years = $206,595	**$206,595**	7000

Robert Louis Stevenson Middle School Budget & Budget Narrative

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2009–10

Name of School: **Stevenson Middle School**	
Name of LEA: **Los Angeles Unified School District**	
County/District (CD) Code: **19-64733**	
County: **Los Angeles**	
LEA Contact: **Sharon Robinson**	Telephone Number: **213-241-7000**
E-Mail: **sharon.robinson@lausd.net**	Fax Number:
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries	$1,132,866	$1,204,006	$1,204,006
1999				
2000–	Classified Personnel Salaries	$	$ 5,259	$ 5,259
2999				
3000–	Employee Benefits	$ 218,893	$ 213,627	$ 213,627
3999				
4000–	Books and Supplies	$ 300,673	$ 212,606	$ 199,606
4999				
5000–5999	Services and Other Operating Expenditures	$ 239,860	$ 219,860	$ 219,860
6000–	Capital Outlay			
6999				
7310 &	Transfers of Indirect Costs			
7350				
7370 &	Transfers of Direct Support Costs			
7380				

Total Amount Budgeted	**$1,892,292**	**$1,855,358**	**$1,842,358**

SIG Form 5 – School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the budget. The budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Stevenson Middle School

Activity Description	Subtotal	Object Code
New evaluation systems for teachers and principals – Stipends for participation in prototype: 127 teachers and school leaders x $1,250 x 1 year = $158,750 *(Year 1 only)*	$ 158,750	1100, 3101, 3201, 3301, 3401, 3501, 3601
New evaluation systems for teachers and principals – Training and individual growth allowances: 127 teachers and school leaders x $500 = $63,500 x 3 years = $190,500	$ 190,500	5800
Rewards for teachers and leaders who have increased student achievement: 127 teachers and school leaders x $1,500 = $190,500 x 2 years = $381,000 *(Years 2-3 only)*	$ 381,000	1100, 3101, 3201, 3301, 3401, 3501, 3601
Individual growth plans & professional development – Stipends for teachers and school leaders to develop individual growth plans: 127 teachers and school leaders x $1,250 x 1 year = $158,750 *(Year 1 only)*	$ 158,750	1100, 3101, 3201, 3301, 3401, 3501, 3601
127 teachers and school leaders x $1,000 = $127,000 x 2 years = $254,000	$ 254,000	1100, 3101,

(Years 2-3 only)		3201, 3301, 3401, 3501, 3601
Summer PD by UCLA Coaches – Hire 4 UCLA instructional experts for 2 days: 4 coaches x 2 days x $670 / day = $5,360 x 3 years = $16,080	$ 16,080	5800
Summer PD Teacher Training Time – Provide additional PD time for teachers: 98 teachers x 2 days x 8 hrs / day x ~$27.89 / hr = $43,736 x 3 years = $131,208	$ 131,208	1100, 3101, 3201, 3301, 3401, 3501, 3601
Weekly Teacher Planning – Provide an additional hour each week for teachers to collaborate: 98 teachers x 1 hr /week x 36 weeks x ~$27.89 / hr = $98,405 x 3 years = $295,215	$ 295,215	1100, 3101, 3201, 3301, 3401, 3501, 3601
Substitutes for Instructional Offsite Planning – Hire substitutes to provide teachers and administrators with the time to hold strategic planning off-sites to review achievement data and refine school-wide instructional strategy: 25 substitutes x 4 sessions x 2 days / session x ~$260 / day = $52,026 x 3 years =	$ 156,078	1200, 3101, 3201, 3301, 3401, 3501, 3601
Consultant to facilitate offsite $20,000 x 1 year = $20,000 *(Year 1 only)*	$ 20,000	5800
Facility and Food: 100 teachers x 2 days x $35 / teacher = $7,000 x 3 years = $21,000	$ 21,000	5600
Summer Pay for Principal – Pay our principal to work during the summer months of July and August. $14,000 x 3 years = $42,000	$ 42,000	1300, 3101, 3201, 3301, 3401, 3501, 3601
Summer Pay for Assistant Principal – Pay our assistant principals to work during the summer months of July and August: $17,000 x 4 Aps = $68,000 x 3 years = $204,000	$ 204,000	1300, 3101, 3201, 3301,

		3401, 3501, 3601
Substitutes for Instructional Rounds Training – Provide substitutes so teachers can implement the instructional rounds protocol: 98 substitutes x 2 days x ~$260 / day = $50,986 x 3 years = $152,958	$ 152,958	1200, 3101, 3201, 3301, 3401, 3501, 3601
Saturday School – Implement Saturday school to support the academic needs of the larger population as a whole and to provide intervention to the highest need students: 15 teachers x 21 weeks x 4 hrs / week x $63 / hr = $79,380 x 3 years = $238,140	$ 238,140	1100, 3101, 3201, 3301, 3401, 3501, 3601
1 administrator x 28 weeks x 6 hrs / week x ~$63 / hr = $10,584 x 3 years = $31,752	$ 31,752	1300, 3101, 3201, 3301, 3401, 3501, 3601
Instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies) $5,000 x 3 years = $15,000	$ 15,000	4300
Summer Intervention – Implement a 4-week summer intervention program to provide academic support and skill building to students who do not demonstrate proficiency: *(Years 2-3 only)* 15 teachers x 4 weeks x 30 hrs / week x ~$63 / hr = $113,400 x 2 years = $226,800	$ 226,800	1100, 3101, 3201, 3301, 3401, 3501, 3601
Classified support: 4 campus aides x 4 weeks x 30 hrs / week x $12 / hr = $5,760 x 2 years = $11,520	$ 11,520	2200, 3202, 3302, 3402, 3502, 3602
Custodial supplies $3,000 x 2 years = $6,000	$ 6,000	4503
Instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies) $20,000 x 2 years = $40,000	$ 40,000	4300
Auxiliary Period – Provide opportunities for teachers to teach intervention during the school day for academically at-	$ 326,970	1100, 3101,

risk students using the tier model of intervention: 10 teachers x 173 days x 1 hr / day x ~$63 / hr = $108,990 x 3 years = $326,970		3201, 3301, 3401, 3501, 3601
Math Intervention Teacher – Hire a Math intervention teacher to develop an intervention curriculum. $89,733 x 3 years = $269,199	$ 269,199	1100, 3101, 3201, 3301, 3401, 3501, 3601
Social-Emotional Training – Hire an outside expert to provide the school staff (certificated and classified) with the skills they need to handle the severe social-emotional issues our students face. $10,000 x 3 years = $30,000	$ 30,000	5800
Intervention Counselor – Hire an at-risk counselor to help our students cope with the social-emotional issues and trauma that they face as a result of growing up in this challenging community. $89,733 x 1 year = $89,733 *(Year 1 only)*	$ 89,733	1200, 3101, 3201, 3301, 3401, 3501, 3601
Pupil Services Attendant – Hire a PSA to focus solely on ensuring that students are attending school by taking additional measures to track student absences and communicate proactively with parents. $21,294 x 1 year = $21,294 *(Year 1 only)*	$ 21,294	1000, 3202, 3302, 3402, 3502, 3602
ELL Coach – Hire an ELL Coach to train staff members in ELL strategies and techniques $91,903 x 3 years = $275,709.	$ 275,709	1200, 3101, 3201, 3301, 3401, 3501, 3601
Teaching Assistants – We will provide SpEd students with highly qualified site-based TA's: 2 Teaching Assistants x $16,125 = $32,250 x 3 years = $96,750	$ 96,750	1200, 3101, 3201, 3301, 3401, 3501, 3601
Beyond The Block – Implement the Beyond the Block program focused on serving at-risk students. $28,000 x 3 years = $84,000	$ 84,000	5800

Read 180 – implement the Read 180 program to provide additional support to the 78% of students who are not reading at grade level $30,000 x 1 year = $30,000 *(Year 1 only)*	$ 30,000	4200
Student Computers – purchase new computers so that students will be able to access Read 180: 15 x $1,000 = $15,000 *(Year 1 only)*	$ 15,000	4400
Online curriculum – Purchase and utilize research based curriculum that target academically at-risk students: • Springboard Learning $20,000 x 1 year = $20,000 *Year 1 only* • APEX $10,000 x 3 years = $30,000 • Scholastic Guided Reading: $5,500 per kit x 10 kits = $55,000 x 3 years = $165,000	 $ 20,000 $ 30,000 $ 165,000	 4200 4200 4200
Online curriculum training – Hire a consultant to provide professional development to implement the various online curriculum and train teacher to maximize the program benefits. $15,000 x 3 years = $45,000	$ 45,000	5800
Video Equipment – Purchase video equipment to film classroom instruction and professional development to stream on the school website as a resource for teacher trainings. $5,000 x 1 year = $5,000 *(Year 1 only)*	$ 5,000	4400
$3,000 x 1 year - $3,000 *Year 2 only*	$ 3,000	4400
Smartboards – Provide smartboards for teachers so that they can enhance their lesson delivery using the tools that are available by the smartboards: 16 classrooms x $3000 / smartboard = $48,000 *(Year 1 only)*	$ 48,000	4400
Computers for Administrators – Provide updated laptops to administrators so they can effectively analyze student data and implement these technology initiatives: 4 administrators x $1,800 / laptop = $7,200 *(Year 1 only)*	$ 7,200	4400
Summer Bridge – Implement a 4-week "Summer Bridge" program for students graduating from 5th grade to prepare them to enter middle school. *(Years 2-3 only)* 10 teachers x 20 days x 5 hrs x $63 / hr = $63,000 x 2 years = $126,000	$ 126,000	1100, 3101, 3201, 3301, 3401,

Custodial services and supplies $3,001 x 2 years = $6,002 Instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies) $5,000 x 2 years = $10,000	$ 6,002 $ 10,000	3501, 3601 4503 4300
Parent and Community Engagement Grant – Stevenson will form a Family Action Team, comprised of parents, students, teachers and staff who take responsibility for parent engagement. This Family Action Team will have access to funds and will decide how to best utilize this funding to increase the level of parent engagement at the school. $10,000 x 3 years = $30,000	$ 30,000	4300
Parent Training – Collaborate with a community provider to develop and implement parent workshops designed to help parents provide a home environment that is most conducive to meeting their children's educational needs. $10,000 x 3 years = $30,000	$ 30,000	5800
Before and After School program – Implement an Advisory program before and after school that focuses on character building and other social / emotional developmental areas: 10 teachers x 28 weeks x 5 hrs / week x $63 / hr = $88,200 x 3 years = $264,600 Instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies) Year 1 = $7,564 Year 2 = $68,605 Year 3 = $55,605 Total IMA = $131,774 **Champions Program** – hire Champions to develop and implement an enrichment program for students after school $70,000 x 3 years = $210,000	$ 264,600 $ 131,774 $ 210,000	1100, 3101, 3201, 3301, 3401, 3501, 3601 4300 5800
Capturing Kids' Hearts Training – Hire a consultant to provide a 3-day training session at the beginning of year for all staff, and mid-year for any new staff: $5 / student x 2200 students = $11,000 x 3 years = $33,000	$ 33,000	5800
Capturing Kids' Hearts Substitutes – Provide substitutes so teachers can attend the 3-day training: 100 teachers x 3 days x ~$260 / day = $78,039 x 3 years = $234,117	$ 234,117	1200, 3101, 3201, 3301, 3401, 3501, 3601
Student Materials – Set aside funding to create and implement student incentives to enhance positive behavior	$ 99,000	4300

(ex., books, scholarships, buses for field trips, etc.): $15 / student x 2200 students = $33,000 x 3 years = $99,000		
Classroom Libraries – Purchase lexile-level books to bolster the small number of books currently available in each classroom: 2200 students x ~$23.60 / student = $51,909 *(Year 1 only)*	$ 51,909	4200
Drug Prevention – Provide funding to enable a trained teacher to work an extra period so they can effectively implement IMPACT, a drug prevention program where teachers can provide academic support programs within the school day $17,000 x 3 years = $51,000	$ 51,000	1100, 3101, 3201, 3301, 3401, 3501, 3601

Hillcrest Drive Elementary School Budget & Budget Narrative

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2009–10

Name of School: Hillcrest Center for Enriched Studies	
County/District/School (CDS) Code: 19647336017586	
LEA: Los Angeles Unified School District	
LEA Contact: Sharon V. Robinson	Telephone Number: 213.241.7000
E-Mail: sharon.robinson@lausd.net	Fax Number: 213.241.8032
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries	$1,124,090	$1,294,387	$1,294,387
1999				
2000–	Classified Personnel Salaries	$72,007	$72,007	$72,007
2999				
3000–	Employee Benefits	$249,683	$269,386	$269,386
3999				
4000–	Books and Supplies	$396,032	$219,432	$206,832
4999				
5000–5999	Services and Other Operating Expenditures	$50,000		
6000–	Capital Outlay			
6999				
7370 &	Transfers of Direct Support Costs			
7380				
Total Amount Budgeted		1,891,812	1,855,212	1,842,612

SIG Form 5b – Budget Narrative

Budget Narrative Hillcrest Elementary School

Provide sufficient detail to justify the budget. The budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
1 Problem Solving Data Coach at a cost of $91,568 annually, is needed to provide support in using a process that utilizes all resources within the school to create a single well-integrated system of instruction and intervention informed by student outcome data. $91,568 x 3 years = $274,704	$274,704	1100
2 Intervention Teachers at a cost of $179,466 annually, are needed to implement RtI intervention that supports the core program while providing targeted assistance to students. $179,466 x 3 years = $538,398	$538,398	1100
1 Counselor at a cost of $94,463 annually, is needed to assist in the analysis of data, help students utilize the educational opportunities of the school and develops programs to address student attitudes such as goal setting, and peer relationships $94,463 x 3 years = $283,389	$283,389	1100
1 PSA counselor at a cost of $97,882 annually, is needed to develop and monitor individualized student attendance plans, individual and group counseling, parenting groups/workshops, and home visits. $97,882 x 3 years = $293,646	$293,646	1100
1 Music Teacher for two days per week at a cost of $35,309 annually, to provide engaging intervention through the integration of the arts in the thematic and project based units of the curriculum. $35,309 x 3 years = $105,927	$105,927	1100

1 Information System Support Assistant at a cost of $54,203 (B basis) annually will assist students and teachers in operating software and hardware, as well as performing duties associated with the installation of computers, updating and monitoring hardware and system software. $54,203 x 3 years = $162,609	$162,609	2400
2 Teacher Assistants at a cost of $25,234 annually is needed to provide assistance and individualized support to students under the direction of the teacher closing the student achievement gap. $25,234 x 3 years = $75,702	$75,702	1000
1 Office Technician at a cost of $46,650 annually is needed to provide additional clerical support to support the extended day program. $46,650 x 3 years = $139,950	$139,950	2400
1 Psychologist at a cost of $62,123 for 3 days annually to observe students in the classroom and other settings to determine how they function in multiple settings. The Psychologist will provide formal and informal assessments of students' abilities including psychological competencies, social/emotional development, academic achievement, behavioral functioning, response to intervention, communication skills, fine and gross motor development, and learning aptitudes and interests. $62,123 x 3 years = $186,369	$186,369	1100
X-Time for Extended Day Cost for Teachers/Administrators at $433,412 annually for a 3 year cost of $1,300,236 to increase student achievement based upon current data proficiency rates of 20% in ELA and 27.6% in math. $433,412 x 3 years = $1,300,236	$1,300,236	1100
Teacher and Administrator Cost at $117,450 annually for a 3 year cost of $352,350 to create a transparent, rigorous, and equitable evaluation system for teachers and principals to replace the current evaluation form and process. $117,450 x 3 years = $352,350	$352,350	1100

Classified Incentives at a Cost of $12,000 annually ($1000 a year for 12 classified employees) for a total cost of $36,000 for three years. The incentives are to encourage all staff to be a vital part of a school community that promotes student achievement and supportive/welcoming schools. $12,000 x 3 years = $36,000	$36,000	2100
Custodial Overtime costs of $5000 annually and $15,000 for a three year period to compensate custodial staff as they expend additional hours to keep the campus safe, sanitary, and welcoming. They will also be compensated for keeping the campus clean during the numerous non-school day functions that are planned for HCES to make it a community centered school. $5,000 x 3 years = $15,000	$15,000	2900
150 sub days at a cost of $39,020 annually (~$260/day), to provide release time for teachers to meet, conduct classroom visitations and mentor so as to increase teacher effectiveness and student achievement; participate in English Language Development (ELD) Practicum Training to increase the reclassification rate of English Language Learners. $39,020 x 3 years = $117,060	$117,060	1900
Teacher Materials necessary to accomplish the training will need to be reproduced along with the purchase of instructional materials to support intervention classes. $45,432 Year 1 $51,432 Year 2 $51,432 Year 3 Total = $148,296	$148,296	4300

X Time at a cost of $12,000 per year is needed to provide time for a 10 member data team to meet after school for 2 hours monthly for 10 months at $56 per hour. The changes in the HCES curriculum and instruction will be data driven. The data team is responsible for monitoring the data on a monthly basis and working with grade level teams and individual teachers to adjust instruction based on data analysis. The team will also coordinate compilation/analysis of this data with all other stakeholders. $12,000 x 3 years = $36,000	$36,000	1100
X Time at a cost of $50,000 per year is needed to provide time for a 10 member Leadership Team to meet during the summer months and weekly throughout the school year to facilitate the distributive leadership model outlined in the HCES proposal. The team, in collaboration with the Principal, and other support personnel at the school, will coordinate/facilitate the implementation of the HCES vision and mission, school goals, budget, curriculum and instruction, professional development, and involvement of the parents and community. $50,000 x 3 years = $150,000	$150,000	1100
X Time at a cost of $90,000 per year is needed to offer intervention and enrichment to students from 3:00-4:30 three days a week. Intervention through small group instruction for basic and below students and enrichment classes for proficient and advanced classes will be offered. $90,000 x 3 years = $270,000	$270,000	1100
X Time at a cost of $190,000 in year two and again in year 3 is needed to provide compensation to 45 teachers for participation in five 6 hour days of Professional Development during the summer ($56/hr). These Professional Development sessions will expand the teachers' content knowledge by having teachers review instructional strategies to ensure full implementation of the enVision Math program; receive ongoing training in RTI; develop and refine a Personalized Learning Plan for every student; receive ongoing training in the use of MyData and other assessment systems to monitor student progress and	$380,000	1100

modify instruction; and develop and refine project-based and standards aligned curriculums for each Academy. In addition, this funding will compensate 20 teachers for teaching an 80 hour summer intervention program for at-risk students transitioning from grade to grade in 1st through 5th in math and English Language Arts. $190,000 x 2 years = $380,000		
Instructional Materials at a cost of $24,000 is needed to implement the Literacy Framework in 2 pilot classrooms in the Primary Academy in year one. 2 Literacy Systems at a cost of $12,000 each will need to be purchased. The Literacy Systems include leveled text libraries to differentiate instruction, instructional materials, assessment tools, intervention materials, and tutorial CD's to ensure fidelity in implementation. These materials when used with fidelity are designed to facilitate attainment of English Language Arts proficiency for students in RTI Tiers 1, 2, and 3 in these Primary Academy classrooms. $24,000 x 1 year = $24,000 *(Year 1 only)*	$24,000	4300
Reference and Instructional Materials that support Academic English Mastery Program (AEMP) strategies need to be purchased yearly ($13,000 first and second year, $10,400 third year) to ensure that Culturally Relevant and Responsive (CRR) instruction is ongoing in all HCES classrooms. These materials will enable teachers to utilize CCR strategies and materials that support the learning of the Second English Learners (SELs) that comprise 60% of our student population. $13,000 Year 1 $13,000 Year 2 $10,400 Year 3 Total = $36,400	$36,400	4300
45 Computer/Printer Bundles are needed for daily use in taking attendance, downloading student data, and record keeping of student progress through the various assessment instruments utilized, and electronic maintenance of the Personalized Learning Portfolio for every student. Personalizing instruction for every student will be supported by the coordinated	$50,000	4300

and targeted use of electronic data systems in the school. $50,000 x 1 year = $50,000 *(Year 1 only)*		
Instructional Materials at a cost of $50,000 in the first year is needed for the Waterford Diagnostic and Early Learning Program for all K-2 classes. The funding purchases the software, license agreement and server necessary to the implementation of the Waterford Program. Participation in this program provides differentiated literacy instruction for all students in RTI Tiers 1, 2, and 3. $50,000 x 1 year = $50,000 *(Year 1 only)*	$50,000	4300
72 Computers for K-2 at a cost of $72,000 for year one is needed to implement the Waterford Early Learning Program in all K-2 classrooms. Participation in this program provides differentiated literacy instruction for all students in RTI Tiers 1, 2, and 3. $72,000 x 1 year = $72,000 *(Year 1 only)*	$72,000	4300
Instructional Materials at a cost of $1600 in the first year is needed for the Pearson Success Maker license. The Success Maker Program provides differentiated instruction in all content areas allowing RTI Tier 1, 2, and 3 students to progress at individual rates in all content areas as well as in Language Arts and Math. $1,600 x 1 year = $1,600 *(Year 1 only)*	$1600	4300
40 Computers for grades 3-5 at a cost of $80,000 ($40,000 for each year) are needed in year two and three. These computers will allow classroom access to the Success Maker Program which provides differentiated instruction in all content areas, and facilitate the student writing and publishing programs in individual classes. $40,000 x 2 years = $80,000 *(Years 2-3)*	$80,000	4300
Instructional Materials at a cost of $1000 annually is needed to implement the DIBELS Assessment	$3000	4300

System. This funding covers an annual fee of $1.00 per student. DIBELS will provide assessment data on student growth throughout the year.		
Instructional Materials at a cost of $15,000 ($5000 annually) is needed to implement the Read Well and Breaking the Code Programs for Tier 3 students whose needs are not being met in the General Education classrooms. $5,000 x 3 years = $15,000	$15,000	4300
Instructional Materials at a cost of $170,000 ($90,000 second year and $80,000 third year) is needed to implement the Literacy Framework in 15 classrooms in the Primary Academy in years two and three. 15 Literacy Systems at a cost of $12,000 each will need to be purchased. The Literacy Systems include leveled text libraries to differentiate instruction, instructional materials, assessment tools, intervention materials, and tutorial CD's to ensure fidelity in implementation. These materials when used with fidelity are designed to facilitate attainment of English Language Arts proficiency for students in RTI Tiers 1, 2, and 3 in these Primary Academy classrooms. $90,000 Year 2 $80,000 Year 3 Total = $170,000	$170,000	4300
Instructional Materials at a cost of $80,000 ($48,000 first year and $16,000 second and third year) is needed for summer intervention to purchase Voyager Intervention Kits and Touch Math. $48,000 Year 1 $16,000 Year 2 $16,000 Year 3 Total = $80,000	$80,000	4300
Instructional Materials at a cost of $69,000 the first year, is needed to implement Scholastics Read 180 program that will address the linguistic needs of 120 students who scored basic, below basic, and far below basic on the CST in grades 3,4, and 5. $69,000 x 1 year = $69,000 *(Year 1 only)*	$69,000	4300
Curricular Field Trips at a cost of $12,000 the first	$12,000	4000

year, 30 buses will be provided to expand the experience base for all students, so as to increase their abilities to make connections with school learning. $12,000 x 1 year = $12,000 *(Year 1 only)*		
Travel at a cost of $32,000 the first year is needed to supplement the cost for every student in grades 4 to travel to Sacramento and every student in grade 5 to travel to Washington D.C. as part of the culminating experience for our Civic Responsibility Academy. $32,000 x 1 year = $32,000 *(Year 1 only)*	$32,000	5000
Contracted Services at a cost of $14,000 is needed the first year to supplement the arts curriculum of the Visual and Performing Arts Academy. (Inner City Arts- $6,000; Hosanna Repertory Theatre - $8,000) $14,000 x 1 year = $14,000 *(Year 1 only)*	$14,000	5000
Saturday School/Community Events at a cost of $6000 in the first year to facilitate school and community interactions. Stakeholders will come together to showcase the school, students and the community to increase community involvement in efforts to increase student achievement and develop a positive school culture. $2000 is needed for each event to fund the cost of printing and equipment rental. $4,000 + $2,000 = $6,000 x 1 year = $6,000 *(Year 1 only)*	$2,000 $4,000	4300 5600
Instructional Materials at a cost of $9000 ($3000 in each of 3 years) is needed to fund the cost of printing materials and providing session leaders for parent training sessions to support parents in their involvement of advising school councils on budget and development of educational programs; and to provide parents with supportive strategies to increase their own children's achievement. $3,000 x 3 years = $9,000	$9000	4300

Gardena
Senior High School
Budget &
Budget Narrative

SIG Form 4b–School Projected Budget

School Projected Budget - Revised

Fiscal Year 2009–10

Name of School: Gardena High School	
County/District/School (CDS) Code:	
LEA: Los Angeles Unified School	
LEA Contact: Dr. Sharon Robinson	**Telephone Number:** (213) 241-7000
E-Mail: sharon.robinson @lausd.net	**Fax Number:**
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	$1,035,578	$1,035,578	$1,035,578
2000–2999	Classified Personnel Salaries	$35,668	$35,668	$35,668
3000–3999	Employee Benefits	$170,728	$170,728	$170,728
4000–4999	Books and Supplies	$284,207	$297,486	$284,340
5000–5999	Services and Other Operating Expenditures	$97,500	$97,500	$97,500
6000–6999	Capital Outlay	$50,000		
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		**$1,673,681**	**$1,636,960**	**$1,623,814**

SIG Form 5b–School Budget Narrative

Gardena HS Budget Narrative - Revised

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Gardena High School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<u>1000- CERTIFICATED PERSONNEL SALARIES</u>		
Day to Day Substitutes: to allow teachers the opportunity to attend professional development trainings during the school day on research based strategies, AVID methodologies, Culturally Relevant and Responsive Education, data analysis, and professional learning communities. $34,608 Year 1 $34,608 Year 2 $34,608 Year 3 200 Days X $261= $34,608 x 3 years= $103,824	$103,824	1100
Extended School Day, Teacher X and Z time: extend the school day an average of 30 minutes a day to provide additional learning opportunities for all students. $598,968 Year 1 $598,968 Year 2 $598,968 Year 3 30 minutes X 120 teachers = $598,968 x 3 years = $1,796,904	$1,796,904	1100
Instructional Support Specialist: will supervise and coordinate implementation of the data based RTI(2) framework. In addition, this position will supervise instruction of all intervention programs, after school and Saturday school programs and provide professional development for teachers and workshops for parents based on the RTI(2) model. (1- position) $80,257 x 3 years = $240,771	$240,771	1300

Administrator, X-time: compensation to attend Critical Friends training during the summer months and implement the protocols. In addition, to organize and supervise Saturday school programs. (30 hours) $9,245 x 3 years = $27,735	$27,735	1300
Teacher Effectiveness Task Force Model Stipend: funds to develop and increase teacher and school leader (and other staff) effectiveness through evaluation, professional development, rewards and incentives and promotion.(120 teachers and 5 administrators) $312, 500 Year 1 $312, 500 Year 2 $312, 500 Year 3 $312,500 x 3 years = $937,500	$937,500	1900
<u>2000-CLASSIFIED PERSONNEL</u>		
Information Systems Support Assistant: (1 position), provides a variety of routine information systems duties associate with the installation of computers, updating and checking hardware, systems software, and computer programs that support all intervention programs. $31,168 x 3 years = $93,504	$93,504	2400
Classified Overtime: provide support for extended day and professional development participation. (180 hours X $25/hour) $4,500 x 3 years = $13,500	$13,500	2400
<u>3000- BENEFITS</u>		
Day to Day Substitutes: $17, 419 x 3 years = $52,257	$52,257	
Extended School Day, Teacher X and Z time: $69,301 x 3 years = $207,903	$207,903	
Instructional Support Specialist: $23,287 x 3 years = $69,861	$69,861	
Administrator, X-time:	$3,210	

$1,070 x 3 years = $3,210		
Teacher Effectiveness Task Force Model Stipend: $36,156 x 3 years = $108,468	$108,468	
Information Systems Support Assistant: $23,066 x 3 years = $69,198	$69,198	
Clerical Overtime: $429 x 3 years = $1,287	$1,287	
<u>4000- BOOKS, MATERIALS AND SUPPLIES</u>		
Instructional Materials Account: funds to purchase materials for Read 180(200 X $40), expendable items that support and supplement the instructional and intervention program such as pens, paper, composition books, flash drives, scantrons, and printer ink ($300 X 10), supplemental workbooks ($25 X 1000). In year 2, will purchase career aligned supplemental materials to support career technical education classes within the small learning communities ($ 13,279). $ 90,807 Year 1 $ 104,086 Year 2 $ 90,940 Year 3 Total = $285,833	$285,833	4300
Books: Read 180 and Accelerated Reader to support the intervention program. $5,000 Year 1 $5,000 Year 2 $5,000 Year 3 Total = $15,000	$15,000	4200
Non-capitalized Equipment: 120 computers @ $1500 each to support intervention programs (ALEKS, Read 180, Vantage/MyAcess), extend the Library media for LAVA classes, to support project based learning, and to provide access to the programs in the learning center. In years 2 and 3, computers will be extended to the classroom for project based learning. $180,000 Year 1 $180,000 Year 2 $180,000 Year 3 Total = $540,000	$540,000	4400
ALEKS site licenses: (300 licenses @ $28), math intervention for Algebra 1 and Geometry for students who are not meeting the standards and/or who are below basic or far below basic on the California	$25,200	4100

Standards Test. In years 2 and 3, licenses will be purchased in order to extend the program to more students. $ 8,400 Year 1 $ 8,400 Year 2 $ 8,400 Year 3 Total for 3 years = $25,200		
<u>5000- SERVICES AND OTHER OPERATING EXPENSES</u>		
Effective Teacher Stipend: reward funds to each teacher and administrator for increasing student achievement and high school graduation rates. $500 X 125 staff members for 180 days = $62,500 x 3 years = $187,500	$187,500	5100
AVID Conference: to provide teachers with research based access strategies and how to embed those strategies into the core curriculum. Teachers are also provided an opportunity for common planning. (10 teachers @ $1,000 for 5 days) $10,000 Year 1 $10,000 Year 2 $10,000 Year 3 Total for 3 years = $30,000	$30,000	5200
UCLA Critical Friends Institute: to provide teachers with a 5-day training to support the facilitation of professional learning community protocols. Department chairpersons, small learning community lead teachers and administrators will be trained. (25 staff @ $1,000 for 5 day) $25, 000 Year 1 $25, 000 Year 2 $25, 000 Year 3 Total for 3 years = $75,000	$75,000	5200
<u>6000- CAPITAL OUTLAY</u>		
Wiring of the learning center, computer lab and library media center to provide access to intervention programs, LAVA classes for students during the school day and individualized support in the extended learning time. $50,000 x 1 year = $50,000	$50,000	6200

Florence Griffith Joyner Elementary School Budget & Budget Narrative

SIG Form 4b–School Projected Budget

School Projected Budget - Revised

Fiscal Year 2009–10

Name of School: **Griffith Joyner Elementary School**	
Name of LEA: **Los Angeles Unified School District**	
County/District (CD) Code: **19-64733**	
County: **Los Angeles**	
LEA Contact: **Sharon Robinson**	Telephone Number: **213-241-7000**
E-Mail: **sharon.robinson@lausd.net**	Fax Number:
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries	$1,352,318	$1,369,354	$1,369,354
1999				
2000–	Classified Personnel Salaries	$ 11,941	$ 11,941	$ 11,941
2999				
3000–	Employee Benefits	$ 285,167	$ 287,139	$ 287,139
3999				
4000–	Books and Supplies	$ 133,618	$ 107,618	$ 94,618
4999				
5000–5999	Services and Other Operating Expenditures	$ 103,900	$ 73,900	$ 73,900
6000–	Capital Outlay			
6999				
7310 &	Transfers of Indirect Costs			
7350				
7370 &	Transfers of Direct Support Costs			
7380				
Total Amount Budgeted		**$1,886,944**	**$1,849,952**	**$1,836,952**

SIG Form 5 – School Budget Narrative

School Budget Narrative - Revised

Provide sufficient detail to justify the budget. The budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Griffith Joyner Elementary School

Activity Description	Subtotal	Object Code
New evaluation systems for teachers and principals – Stipends for participation in prototype: 51 teachers and school leaders x $1,250 x 1 year = $63,750 *(Year 1 only)*	$ 63,750	1100 3101 3201 3301 3401 3501 3601
New evaluation systems for teachers and principals – Training and individual growth allowances: 51 teachers and school leaders x $500 = $25,500 x 3 years = $76,500	$ 76,500	5800
Rewards for teachers and leaders who have increased student achievement: 51 teachers and school leaders x $1,500 = $76,500 x 2 years = $153,000 *(Years 2-3 only)*	$ 153,000	1100 3101 3201 3301 3401 3501 3601
Individual growth plans & professional development – Stipends for teachers and school leaders to develop individual growth plans: 51 teachers and school leaders x $1,250 x 1 year = $63,750 *(Year 1 only)*	$ 63,750	1100 3101 3201 3301 3401 3501 3601
51 teachers and school leaders x $1,000 = $51,000 x 2 years = $102,000 *(Years 2-3 only)*	$ 102,000	1100 3101 3201 3301 3401

		3501 3601
Summer PD by UCLA Coaches – Hire 4 UCLA instructional experts for 5 days: 4 coaches x 5 days x $670 / day = $13,400 x 3 years = $40,200	$ 40,200	5800
Summer PD Teacher Training Time – Provide additional PD time for teachers: 45 teachers x 5 days x 8 hrs/day x ~$65.56 / hr = $118,000 x 3 years = $354,000	$ 354,000	1100 3101 3201 3301 3401 3501 3601
Instructional Coaches – Hire 3 instructional coaches in English, Math and Science: 3 coaches x $87,134 = $261,402 x 3 years = $784,206	$ 784,206	1100
Weekly Teacher Planning – Provide an additional hour each week for teachers to collaborate: 45 teachers x 1 hr /week x 36 weeks x ~$27.89 / hr = $45,186 x 3 years = $135,558	$ 135,558	1100 3101 3201 3301 3401 3501 3601
Summer Pay for Principal – Pay our principal to work during the summer months of July and August = $12,000 x 3 years = $36,000	$ 36,000	1300 3101 3201 3301 3401 3501 3601
Summer Pay for Assistant Principal – Pay our assistant principal to work during the summer months of July and August = $15,000 x 3 years = $45,000	$ 45,000	1300 3101 3201 3301 3401 3501 3601
Substitutes for Instructional Rounds Training – Provide substitutes so teachers can implement the instructional rounds protocol: 8 substitutes x 1 day / month x 10 months x $260 / day = $20,812 x 3 years = $62,436	$ 62,436	1200 3101 3201 3301 3401 3501 3601
Saturday School – Implement Saturday school to support the academic needs of the larger population as a whole and to provide intervention to the highest need students:		1100 3101 3201

10 teachers x 36 weeks x 4 hours x $66 / hr = $95,040 x 1 year = $95,040 *(Year 1 only)*	$ 95,040	3301 3401 3501 3601
12 teachers x 36 weeks x 4 hours x $66 / hr = $114,048 x 2 years = $228,096 *(Years 2-3 only)*	$ 228,096	1100 3101 3201 3301 3401 3501 3601
1 administrator x 36 weeks x 4 hours x $66 / hr = $9,504 x 3 years = $28,512	$ 28,512	1300 3101 3201 3301 3401 3501 3601
1 classified staff x 36 weeks x 4 hours x $20 / hr = $2,880 x 3 years = $8,640	$ 8,640	2200 3202 3302 3402 3502 3602
Custodial services $4,000 x 3 years = $12,000	$ 12,000	2000
Instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies) $11,618 x 3 years = $34,854	$ 34,854	4300
Summer Intervention – Implement an 8-week summer intervention program to provide academic support and skill building to students who do not demonstrate proficiency: 15 teachers x 8 weeks x 20 hrs / week x $66 / hr = $158,400 x 3 years = $475,200	$ 475,200	1100 3101 3201 3301 3401 3501 3601
1 classified staff x 8 weeks x 20 hrs / week x $20 / hr = $3,200 x 3 years = $9,600	$ 9,600	2200 3202 3302 3402 3502 3602
Custodial services $3,000 x 3 years = $9,000	$ 9,000	2000
Instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies) $10,000 x 3 years = $30,000	$ 30,000	4300

Psychologist and Counselor – Hire a psychologist and at-risk counselor: $94,758 for psychologist + $94,759 for counselor = $189,517 x 3 years = $568,551	$ 568,551	1200 3101 3201 3301 3401 3501 3601
RTI Shadowing – Provide substitutes so that instructional leaders can learn best practices by visiting other schools that have successfully implemented the RTI model: 10 subs x 2 sessions x $260 / day = $5,203 x 3 years = $15,609	$ 15,609	1200 3101 3201 3301 3401 3501 3601
Intervention Teacher – hire an intervention teacher who will be able to provide targeted intervention support to those students who are struggling in the core subject areas. $87,134 x 3 years = $261,402	$ 261,402	1200 3101 3201 3301 3401 3501 3601
ELL Coach – Hire an ELL Coach to train staff members in ELL strategies and techniques. $87,134 x 3 years = $261,402	$ 261,402	1200 3101 3201 3301 3401 3501 3601
Instructional Technology Integration Training – Hire a consultant to provide training for teachers to maximize the impact that technology can have on providing standards based instruction and increasing student achievement. $10,000 x 3 years = $30,000	$ 30,000	5800
Intervention Math Software Program – Implement an online software program that uses technology to provide struggling students with an alternative to the traditional ways of learning math, such as Destination Math or Envision. $19,000 x 3 years = $57,000	$ 57,000	4200
Accelerated Reader – Upgrade the Accelerated Reader software program to increase the reading comprehension for struggling students $8,000 x 3 years = $24,000	$ 24,000	4200
Student Computers – purchase new computers so that students will be able to access online programs such as Accelerated Reader and Destination Math: 30 computers x $1500 = $45,000 x 1 year = $45,000 *(Year 1 only)*	$ 45,000	4400

Parent and Community Engagement Grant – Form a Family Action Team, comprised of parents, students, teachers and staff who will have access to these funds and will decide how to best utilize this funding to increase the level of parent engagement at the school. $10,000 x 1 year = $10,000 *(Year 1 only)* $16,000 x 2 years =$32,000 *(Years 2-3 only)*	$ 10,000 $ 32,000	4300 4300
Parent Training – Collaborate with a community provider to develop and implement parent workshops designed to help parents provide a home environment that is most conducive to meeting their children's educational needs. $20,000 x 3 years = $60,000	$ 60,000	5800
After School Advisory – Implement an Advisory program after school that focuses on character building and other social / emotional development: 12 teachers x 36 weeks x 10 hrs / week x $66 / hr = $285,120 x 3 years = $855,360 Instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies) $10,000 x 3 years = $30,000	$ 855,360 $ 30,000	1100 3101 3201 3301 3401 3501 3601 4300
Capturing Kids' Hearts Training – Hire a consultant to provide a 3-day training session at the beginning of year for all staff, and mid-year for any new staff: $35 / student x 1000 students = $35,000 x 1 year = $35,000 *(Year 1 only)* $5 / student x 1000 students = $5,000 x 2 years = $10,000 *(Years 2-3 only)* Total = $35,000 + $10,000 = $45,000	$ 45,000	5800
Capturing Kids' Hearts Substitutes – Provide substitutes so teachers can attend the 3-day training: 45 teachers x 3 days x $260 / day = $35,119 x 3 years = $105,357	$ 105,357	1200 3101 3201 3301 3401 3501 3601
Student Materials – Set aside funding to create and implement student incentives to enhance positive behavior (ex., books, scholarships, buses for field trips, etc.): $20 / student x 1000 students = $20,000 x 2 years = $40,000 *(Years 1 and 3 only)* $33 / student x 1000 students = $33,000 x 1 year = $33,000 *(Year 2 only)*	$ 73,000	4300

Pre-K Teacher – Hire a Pre-K teacher to bolster students' vocabulary and support their developmental skills to better prepare them for kindergarten. $84,275 x 3 years = $252,825	$ 252,825	1100 3101 3201 3301 3401 3501 3601

Samuel Gompers Middle School Budget & Budget Narrative

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2009–10

Name of School: **Gompers Middle School**	
Name of LEA: **Los Angeles Unified School District**	
County/District (CD) Code: **19-64733**	
County: **Los Angeles**	
LEA Contact: **Sharon Robinson**	Telephone Number: **213-241-7000**
E-Mail: **sharon.robinson@lausd.net**	Fax Number:
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	$ 951,966	$ 1,068,216	$1,068,216
2000–2999	Classified Personnel Salaries	$ 43,793	$ 1,643	$ 1,643
3000–3999	Employee Benefits	$ 203,453	$ 180,831	$ 180,831
4000–4999	Books and Supplies	$ 131,194	$ 131,566	$ 118,566
5000–5999	Services and Other Operating Expenditures	$ 561,600	$ 472,800	$ 472,800
6000–6999	Capital Outlay			
7310 & 7350	Transfers of Indirect Costs			
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		**$1,892,006**	**$1,855,056**	**$1,842,056**

SIG Form 5 – School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the budget. The budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Gompers Middle School

Activity Description	Subtotal	Object Code
New evaluation systems for teachers and principals – Stipends for participation in prototype: 80 teachers and school leaders x $1,250 = $100,000 x 1 year = $100,000 *(Year 1 only)*	$ 100,000	1100, 3101, 3201, 3301, 3401, 3501, 3601
New evaluation systems for teachers and principals – Training and individual growth allowances: 80 teachers and school leaders x $500 = $40,000 x 3 years = $120,000	$ 120,000	5800
Rewards for teachers and leaders who have increased student achievement: 80 teachers and school leaders x $1,500 = $120,000 x 2 years = $240,000 *(Years 2-3 only)*	$ 240,000	1100, 3101, 3201, 3301, 3401, 3501, 3601
Individual growth plans & professional development – Stipends for teachers and school leaders to develop individual growth plans: 80 teachers and school leaders x $1,250 = $100,000 x 1 year = $100,000 *(Year 1 only)* 80 teachers and school leaders x $1,000 = $80,000 x 2 years = $160,000 *(Years 2-3 only)*	$ 100,000 $ 160,000	1100, 3101, 3201, 3301, 3401, 3501, 3601 1100, 3101, 3201, 3301, 3401, 3501,

		3601
Summer PD by UCLA Coaches – Hire 4 UCLA instructional experts for 5 days: 4 coaches x 5 days x $670 / day = $13,400 x 3 years = $40,200	$ 40,200	5800
Summer PD Teacher Training Time – Provide additional PD time during the summer for teachers: 75 teachers x 5 days x 8 hrs/day x $27.89 / hr = $83,678 x 3 years = $251,034	$ 251,034	1100, 3101, 3201, 3301, 3401, 3501, 3601
UCLA Instructional Coaches – In addition, we will hire instructional coaches in History and Science: 2 coaches x $120,000 = $240,000 x 3 years = $720,000	$ 720,000	5800
Weekly Teacher Planning – Provide an additional hour each week for teachers to collaborate: 75 teachers x 36 weeks x 1 hr /week x $27.89 / hr = $75,310 x 3 years = $225,930	$ 225,930	1100, 3101, 3201, 3301, 3401, 3501, 3601
Summer Pay for Principal – Pay our principal to work during the summer months of July and August. $12,000 x 3 years = $36,000	$ 36,000	1300, 3101, 3201, 3301, 3401, 3501, 3601
Summer Pay for Assistant Principal – Pay our assistant principals to work during the summer months of July and August: $15,000 x 3 Aps = $45,000 x 3 years = $135,000	$ 135,000	1300, 3101, 3201, 3301, 3401, 3501, 3601
Saturday School – Implement Saturday school to support the academic needs of the larger population as a whole and to provide intervention to the highest need students: 15 teachers x 20 weeks x 4 hours x $66 / hr = $78,992 x 3 years = $236,976 Consulting fees to develop curriculum $42,000 x 1 year = $42,000 *(Year 1 only)*	$ 236,976 $ 42,000	1100, 3101, 3201, 3301, 3401, 3501, 3601 5800

1 administrator x 36 weeks x 4 hours x $66 / hr = $9479 x 3 years = $28,437	$ 28,437	1300, 3101, 3201, 3301, 3401, 3501, 3601
Instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies) $5,000 x 3 years = $15,000	$ 15,000	4300
Summer Intervention – Implement an 4-week summer intervention program to provide academic support and skill building to students who do not demonstrate proficiency: *(Years 2-3 only)* 25 teachers x 4 weeks x 30 hrs / week x $66 / hr = $197,479 x 2 years = $394,958	$ 394,958	1100, 3101, 3201, 3301, 3401, 3501, 3601
Custodial Supplies $3,000 x 2 years = $6,000	$ 6,000	4503
Instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies) $12,000 x 2 years = $24,000	$ 24,000	4300
Americorp Tutoring – hire 15 Americorp tutors to provide additional support to struggling students during the school day the entire school year. $106,000 x 3 years = $318,000	$ 318,000	5800
Math Intervention Teacher – Hire a Math intervention teacher to develop an intervention curriculum. 1 teacher x 36 weeks x 40 hrs/week x $66 /hr = $94,790 x 3 years = $284,370	$ 284,370	1100, 3101, 3201, 3301, 3401, 3501, 3601
Psychiatric Social Worker– We will hire a psychiatric social worker to help our students cope with the social-emotional issues and trauma that they face as a result of growing up in this challenging community. $90,000 x 3 years = $270,000	$ 270,000	1200, 3101, 3201, 3301, 3401, 3501, 3601
Pupil Services Attendance Counselor – Hire a PSA to focus solely on ensuring that students are attending school by taking additional measures to track student absences and communicate proactively with parents. $106,470 x 3 years = $319,410	$ 319,410	1200, 3101, 3201, 3301, 3401, 3501, 3601

Balanced Literacy Materials – Purchase the materials necessary to implement a Balanced Literacy Curriculum: $28,194 Year 1 $38,566 Year 2 $38,566 Year 3 Total = $105,326	$ 105,326	4200
Balanced Literacy Training – Hire 2 Professional Literacy Consultants to provide teachers with summer training, ongoing unit planning, and collaborative coaching to assist in implementing a Balanced Literacy Curriculum. $36.000 x 3 years = $108,000	$ 108,000	5800
• Hire a PCEC trainer to provide professional development to RSP/SDC Aids. $2,400 x 3 years = $7,200	$ 7,200	5800
• RSP/SDC Aide time $1,800 x 3 years = $5,400	$ 5,400	2000
SpEd Coach – We will provide SpEd students with a highly qualified site-based SpEd Coach. $89,733 x 3 years = $269,199	$ 269,199	1200, 3101, 3201, 3301, 3401, 3501, 3601
Summer Bridge – Implement a 4-week "Summer Bridge" program for students graduating from 5th grade to prepare them to enter middle school. *(Years 2-3 only)* 15 teachers x 10 days x 8 hrs x $66 / hr = $78,992 x 2 years = $157,984	$ 157,984	1100, 3101, 3201, 3301, 3401, 3501, 3601
Instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies) $5,000 x 2 years = $10,000	$ 10,000	4300
Parent and Community Engagement Grant – Gompers will form a Family Action Team, comprised of parents, students, teachers and staff who take responsibility for parent engagement. This Family Action Team will have access to funds and will decide how to best utilize this funding to increase the level of parent engagement at the school. $10,000 x 3 years = $30,000	$ 30,000	4300
Parent Training – Collaborate with a community provider to develop and implement parent workshops designed to help parents provide a home environment that is most conducive to meeting their children's educational needs. $10,000 x 3 years = $30,000	$ 30,000	5800
After School program – Implement an Advisory program after school that focuses on character building and other social / emotional development to better support our students:	$ 85,311	1100, 3101, 3201, 3301,

3 teachers x 36 weeks x 4 hrs / week x $66 / hr = $28,437 x 3 years = $85,311 Instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies) $5,000 x 3 years = $15,000	$ 15,000	3401, 3501, 3601 4300
Culturally Relevant Training – Hire a consultant to train the staff on how to build strong relationships between teachers and students: $5 / student x 1600 students = $25,000 x 3 years = $75,000	$ 75,000	5800
Substitutes for Culturally Relevant Training – Provide substitutes so teachers can attend the training: 75 teachers x 3 days x $260 / day = $58,530 x 3 years = $175,590	$ 175,590	1200, 3101, 3201, 3301, 3401, 3501, 3601
Security – Hire 2 additional on campus security guards at Gompers: 2 guards x $34,141 = $68,282 *(Year 1 only)*	$ 68,282	2000
Student Materials – Set aside funding to create and implement student incentives to enhance positive behavior (ex., books, scholarships, buses for field trips, etc.): $25 / student x 1600 students = $40,000 x 3 years = $120,000	$ 120,000	4300
SLC Collaboration – Provide the Gompers staff with time to plan during the summer and school year to transition to small learning environments: 75 teachers x 50 hours x $27.89 / hr = $104,597 x 1 year = $104,597 *(Year 1 only)*	$ 104,597	1100, 3101, 3201, 3301, 3401, 3501, 3601
SLC Materials – Gompers will create signage, decorate, and develop other symbols specific to each house so that students will develop a sense of identity, ownership, and pride being associated with their house. $27,000 x 1 year = $27,000 *Year 1 only* $13,000 x 1 year = $13,000 *Year 2 only* Total = $40,000	$ 40,000	4300
SLC Retreat – The staff within each house will take their students on a 1 day Saturday retreat, which will help to set expectations, develop bonds between students and staff, and build teamwork within each house:	$ 42,114	1100, 3101, 3201, 3301,

(Year 1 only) • 75 teachers x 8 hrs / $66 = $42,114 x 1 year = $42,114		3401, 3501, 3601
• 50 Classified x 8 hrs x $25 / hr = $10,000 x 1 year = $10,000	$ 10,000	2200, 3202, 3302, 3402, 3502, 3602
• Food: 1600 students x 2 meals x $5 / meal = $16,000 x 1 year = $16,000	$ 16,000	4700
• Buses: 24 buses x $700 / bus = $16,800 x 1 year = $16,800	$ 16,800	5200
• Facilities rental $30,000 x 1 year = $30,000	$ 30,000	5600

Thomas Jefferson Senior High School Budget & Budget Narrative

SIG Form 4b–School Projected Budget

School Projected Budget - Revised

Fiscal Year 2009–10

Name of School: **Thomas Jefferson High School**	
County/District/School (CDS) Code: **19647331934371**	
LEA: LAUSD	
LEA Contact: Sharon Robinson	Telephone Number: (213) 241-7000
E-Mail: sharon.robinson@lausd.net	Fax Number:
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	1,081,505	1,127,317	1,127,317
2000-2999	Classified Personnel Salaries	83,696	84,868	84,868
3000-3999	Employee Benefits	228,683	241,076	241,076
4000-4999	Books and Supplies	190,096	237,656	231,806
5000-5999	Services and Other Operating Expenditures	216,700	164,865	157,551
6000-6999	Capital Outlay			
7370	Transfers of Direct Support Costs			
7380	Indirect Support Costs			
Total Amount Budgeted		$1,800,680	$1,855,782	$1,842,618

Jefferson HS Budget Narrative - Revised

School Name: Thomas Jefferson High School

Activity Description	Subtotal (For each activity)	Object Code
5 Teacher Leaders – Teacher Growth & Development @ $49,550/teacher Will provide for a part-time schedule for 5 teacher leaders. Each lead teacher will teach 3 periods and be released for professional learning community facilitation, classroom observations, professional development coordination, data review and to ensure teacher growth and development in professional learning communities. $49,550 x 5 teachers = $247,750 x 3 years = $743,250	$743,250	1100
3 Part-time Coaches – Data Based Instruction @ $49,550/teacher Will provide for a part-time schedule for one literacy coach and two math coaches to work exclusively with data, classroom observations, professional development facilitation, mentoring, curriculum development, training and data review to ensure teacher growth and development in data-based instruction. $49,550 x 3 coaches = $148,650 x 3 years = $445,950	$445,950	1100
Teacher Leader – Data Based Instruction @ $49,550/teacher Will provide for a part-time schedule for one data coach to work exclusively with data. He/she will work in the classroom for 3 class periods out of 4 for data review, team meetings, planning how to present it to ensure teacher growth and development in data-based instruction. $49,550 x 2 years = $99,100 Years 2 & 3	$99,100	1100
Individual Growth Stipends @ $1,250/tchr Teachers will participate in peer evaluation program as per Jefferson's PSC plan. Teacher will be hired and evaluated by the committee designated by their SLC focus plan. Teachers will keep journals, create a professional portfolio, observe each other's classes,	$358,750	1100

participate in Learning Teams, practice PLC protocols and use the 5 instructional strategies in all lessons. $118,750 x 1 year = $118,750 Year 1 $120,000 x 2 years = $240,000 Years 2 & 3 Total=$358,750		
Individual Incentives & Rewards @ $1,250/tchr Stipends will be provided to teachers who maintain Professional Development logs, a classroom visitation log, a portfolio of lesson plans and student work samples demonstrating focused learning strategies and seminar activities, 90% attendance of SLC meetings and maintain lesson plans. $118,750 x 1 year = $118,750 Year 1 $120,000 x 2 years = $240,000 Years 2 & 3 Total=$358,750	$358,750	1100
Coordinator Differential for Teachers @ $1,421.40 per teacher for 18 teachers Grade level teacher advisors within each SLC will assist the counselor by checking that the Individual Graduation Plan is updated and all necessary classes completed in a timely manner so that every senior will leave Jefferson High School with clear goals and appropriate prerequisites for their post-secondary objectives. The teacher advisors would also ensure students are correctly enrolled in concurrent LATTC classes and/or career technical education classes. They will collect data on attendance, test scores and grades and prepare this information for all seminar teachers, who will then share it with their students as needed during the weekly seminar meetings. $1421.40 x 18 ~$25,586 x 3 years = $76,758	$76,758	1100
Teacher Auxiliary @ $60.69/hr Teachers will work with students taking on-line classes (LAVA), such as AP Government, that are not offered on campus. The teacher will assist students in the technical aspects of LAVA in a computer lab setting during one period a day. 180 hours/year for 1 teacher.	$32,775	1100

180 hrs x $60.69 ~ $10,925 x 3 years = $32,775		
Teacher, X-time (Professional Development) @ $60.69/hr Will pay for • after school or Saturday training time for ELA and ESL teachers to collaborate around student assessment data, portfolios, and curriculum-embedded assessments to provide a coordinated transition from ESL classes to core English classes. Two hours per week for 10 weeks and 4 hours per Saturday for 5 Saturdays for 30 teachers has been allotted. 2 hours x 10 weeks x 30 teachers x $60.69 = $36,414 4 hours x 5 days x 30 teachers x $60.69=$36,414 Total = $36,414 + $36,414 = $72,828 x 3 years = $218,484 • Teacher experts trained in a focused learning strategy will guide and lead other teachers on the implementation of the specific pedagogical technique to best meet their specific SLC's curriculum and content emphasis. Ten hours are allotted for 10 teachers for planning and preparation time. 10 hours x 10 teachers x $60.70= $6,070 x 3 years = $18,210	$218,484 $18,210	1100
Day-to-Day Substitute @ $260.14/day In order to allow for planning, classroom observation, development of common assessments, curriculum and project development and student data analysis, substitute time will allow for collaboration of • Learning Teams • ELA and ESL teachers • Math and ELA Intervention teachers • Coaches and teachers 100 days are allotted. 100 days x $260.14 = $26,014 x 3 years = $78,042	$78,042	1100
Extended Day Program – Teacher pay Provide access to additional class time for students	$556,890	1100

who need assistance in CASHEE preparation, English language and mathematics skills. Salaries are for 25 teachers for an additional 120 hours of instructional time either after school or on Saturday mornings. 25 teachers x 120 hours x $61.88 ~ $185,630 x 3 years = $556,890		
Extended Day Program – Administrator pay Oversee the Extended Day program on Saturdays by providing supervision of instruction, school site and student behavior. 8 hours for 5 days is allotted. $11,002 x 3 years = $33,006	$33,006	1100
Individual Growth & Rewards and Incentive Stipends (Support Staff) $2500/person Support staff will participate in peer evaluation as per Jefferson's PSC plan. Support staff will be hired and evaluated by a designated committee as per PSC plan. Support staff will also keep journals, create a professional portfolio, observe client students' behavior in classes, train staff on behavioral interventions, and share information with staff as needed. $42,500 x 1 year = $42,500 Year 1 $45,000 x 2 years = $90,000 Years 2 & 3 Total = $132,500	$132,500	1200
Coordinator Secondary X Time @ $1,781.78/wk Will provide additional time for SLC counselors to check that the Individual Graduation Plan is updated, student schedules are correct and meet their needs, and check that all necessary classes are completed in a timely manner so that every senior will leave Jefferson High School with clear goals and appropriate prerequisites for their post-secondary objectives. The counselors would also ensure students are correctly enrolled in concurrent LATTC classes and/or career technical education classes. They will review data on attendance, test scores and grades and help teacher advisors prepare this information for all seminar teachers, who will then share it with their students as needed during the weekly seminar meetings. Two weeks are allotted for time before and after the school	$81,963	1200

year for 7 counselors for year 1 and 8 counselors for years 2 and 3. $24,945 x 1 year = $24,945 Year 1 $28,509 x 2 years = $57,018 Years 2 & 3 Total= $81,963		
Counselor Secondary (Career); B Basis 6 hrs/5 day Will assist SLCs and California Partnership Academies in setting up internships, CTE programs, vocational programs, and other career activities. The counselor would vet jobs sites and offers, following CTE guidelines and ensuring that the correct CTE certificates are issued. This counselor would provide direct services to students and reside in the new centralized college/career center to improve efficacy of career and early college programs. $91,915 x 3 years = $275,745	$275,745	1200

Individual Growth Stipends (School Leaders) $1250/person School leaders will participate in peer evaluation as per Jefferson's PSC plan. School leaders will be hired and evaluated by the designated committee in the school focus plan. $6,250 x 3 years = $18,750	$18,750	1300
Individual Development Stipends (School Leaders) @ $1250/person Leaders will keep journals, create a professional portfolio, observe classes, participate in Learning Teams, practice PLC protocols, attend 90% of all meetings, and monitor that the 5 instructional strategies are evident in all lessons and classrooms. 5 leaders x $1,250 = $6,250 x 3 years = $18,750	$18,750	1300
Staff Training Rate @ $27.89/hr In order to pay for meetings of the following outside of the regular school day: • Learning Teams • SLC meetings • ELA and ESL teacher groups • Math and ELA Intervention teacher groups 2 hours per week per person for 10 groups of 4 each for 10 months has been allotted. $89,248 x 3 years = $267,744	$267,744	1900
Other Certificated Salaries @ $396/day Staff will provide an all day (6 hour) orientation on the goals of the weekly Seminar class with emphasis on the 5 learning strategies. This 300-minute day will take place on the first furlough day in September 2010. This will count towards the Extended Day minutes. $50,292 x 3 years = $150,876	$150,876	1900
Extended Day Program – Custodial Relief pay Will assist in registering students, recording accurate attendance for credit, handling additional paper work for this program on Saturday mornings. 140 hours at $25.00 per hour for one B & G worker is allotted. $3,500 x 3 years = $10,500	$10,500	2200

Extended Day Program – Supervision Aides Will ensure the safety of the campus and students during the after school and/or Saturday program. 2 aide positions at $11/hr for 140 hrs each has been allotted. $3,080 x 3 years = $9,240	$9,240	2200
Computer-trained technician B Basis; 8 hrs/5 days Will work in the computer lab set up by the Green Academy grant. This technician would make sure all equipment is in working order, make necessary repairs, order required repairs and assist the students and instructor as needed on the proper use of the equipment. This technician will also assist with computer equipment in other parts of the campus. $63,656 x 3 years = $190,968	$190,968	2400
Extended Day Program – Clerical Relief pay Will assist in registering students, recording accurate attendance for credit, handling additional paper work for this program on Saturday mornings. 140 hours at $15.51 per hour for one clerk is allotted. $2,172 x 3 years = $6,516	$6,516	2400
Other Classified Salaries **Classified Training Rate R 3 Classified @ $10.96/hr** Provide training rate pay for paraprofessionals to be trained on ELA and math strategies, Jefferson's 5 instructional strategies, Blueprint standards data, CST release questions, and periodic assessment to focus lessons aligned to District plan. 8 hours/month for 10 months for 15 employees has been allotted. $13,152 x 3 years = $39,456	$39,456	2900
Other Classified Salaries **Office Technician X Time** Will ensure that all records are updated and all necessary forms completed and ordered in a timely manner so that every senior will leave Jefferson High School with clear goals and appropriate prerequisites for their post-secondary objectives. The technicians would also handle all necessary paperwork to ensure students are correctly enrolled in concurrent LATTC classes and/or career technical education classes. 2 hrs for 2 weeks for 9 office technician positions a $15.51/hr.	$8,376	2900

$2,792 x 3 years = $8,376		
Other Classifies Salaries Provide salaries of $10.96/hr for up to 100 hours for student workers to provide tutoring services in classrooms or after school, work in offices or classrooms before and after school, and/or assist with after school or Saturday programs. Monies are allotted for up to 50 students, who must meet the Diamond Demos qualifications to be accepted in these positions. $15,177 x 1 year = $15,177 Year 1 $16,440 x 2 years = $32,880 Years 2 & 3 Total = $48,057	$48,057	2900
Classified Supplement @ $1,000/person The projected cost of $1,000 per selected classified employee (highly qualified under NCLB working directly to support the extended day program) is to identify resources needed to cover the additional costs of implementing extended day requirements. 7 classified employees are allotted this amount (1 per SLC and 2 for the SSC.) $7,000 x 3 years = $21,000	$21,000	2900
Books and Other Reference Materials Professional development books and instructional materials for staff to be used in planning and employing the 5 instructional strategies in their lessons and projects. Allocation will be $100 per school staff per year. $11,700 x 2 years = $23,400 Years 1 & 2 $5,850 x 1 year = $5,850 Year 3 Total = $29,250	$29,250	4200
General Supplies Bus passes at the rate of $32 per pass for 10 months for approximately 20 students per SLC who need to	$76,800	4300

travel from Jefferson to LATTC as part of the expansion of our concurrent enrollment program. Students will take classes at Jefferson in the morning and then go to LATTC in the afternoons to start their college courses. One will be exploratory in the different careers that the SLCs support and another class will start students on the college core strand. $25,600 x 3 years = $76,800		
General Supplies Materials for advisory (seminar) projects that can include electronic storage devices for power point presentations, paper supplies, art supplies, etc. Allocation will be $500 per class per SLC for a total of 108 classes. $54,000 x 3 years = $162,000	$162,000	4300
Extended Day Program – Materials and supplies Will provide classroom supplies for over 1000 students. $48,171 x 1 year = $48,171 Year 1 $95,731 x 2 years = $191,462 Years 2 & 3 Total = $239,633	$239,633	4300
Extended Day Program – Materials and Supplies Will ensure that students have adequate textbooks or workbooks for CAHSEE preparation, English Language and mathematics. $50/student at 1,000 students is allotted. $50,000 x 3 years = $150,000	$150,000	4300
Conference Attendance Will pay necessary fees to send teachers to AVID summer and or mid-year trainings to build up Jefferson's AVID program and support the WICR instructional strategy. $37,200 – year 1 $33,365 – year 2 $26,051 – year 3	$96,616	5200

Total = $96,616		
Extended Day Program – Materials and supplies Will provide custodial supplies at $25 per classroom for 25 classrooms. $625 x 3 years = $1,875	$1,875	4300
Individual Growth Allowances (teachers) $500/person Teachers will participate in SLC and PLC activities. Each SLC will have its own SLC activities and Professional Leaning communities that meet on a regular basis and involve teachers in their own learning, evaluation, data analysis, curriculum development, and lesson planning. Each PLC will build capacity in Critical Friends protocols which is the foundation of Professional Learning Communities and professional culture. $500 is allotted per teacher who will participate in these activities. $47,500 x 1 year = $47,500 Year 1 $48,000 x 2 years = $96,000 Years 2 & 3 Total = $143,500	$143,500	5800
Individual Growth Allowance (Support Staff) $500/person Support staff will participate in all trainings, SLC meetings, content appropriate conferences, whenever possible, and present this information to other school staff when it will assist in enriching instruction and improving the health and well-being of staff and students, thus contributing to a better school culture. $8,500 x 1 year = $8,500 Year 1 $9,000 x 2 years = $18,000 Years 2 & 3 Total = $26,500	$26,500	5800
Individual Growth Allowance (School Leaders) $500/person School leaders will participate in all trainings, learning	7,500	5800

team meetings, SLC meetings, administrative conferences, whenever possible, to understand what teachers will present in their classrooms and to know what instructional strategies will look like used by their teachers. $2,500 x 3 years = $7,500		
Professional/Consulting Services Purchase outside training services for professional development in 5 focused learning strategies to be implemented across curriculum, SLCs, grade levels, and content areas: Project Based Learning; WICR; Thinking Maps; SDAIE; and Interactive Notebook. These services will provide initial training and follow-up for faculty and will create in-house "professional development experts" to provide future leadership. Includes • Buck Institute follow-up visits for Project Based Learning (PBL) training with all staff that started in June 2010 and will continue through 2013. • Trainers in SDAIE, Thinking Maps, and Interactive Notebooks as needed and per Instructional Council approval $10,000 x 3 years = $30,000	$74,400 $30,000	5800 5800
Professional/Consulting Services Pearson will continue to provide the Learning Team model, the training of school-site facilitators and administrators, and the enforcement of Learning Team protocols and activities that ensure successful PD and lessons for content area groups. Contract is for 1 year. $49,000 x 1 year = $49,000	$49,000	5800
Professional/Consulting Services Princeton Review will provide SAT Prep classes for 150 11th grade students at $248 per student. Princeton will send a trainer to the school site to tutor students for a minimum of 18 hours on SAT test-taking strategies. $37,200 x 3 years = $111,600	$111,600	5800

Edwin Markham Middle School Budget & Budget Narrative

SIG Form 4b–School Projected Budget

School Projected Budget - Revised

Fiscal Year 2009–10

Name of School: **Markham Middle School**	
Name of LEA: **Los Angeles Unified School District**	
County/District (CD) Code: **19-64733**	
County: **Los Angeles**	
LEA Contact: **Sharon Robinson**	Telephone Number: **213-241-7000**
E-Mail: **sharon.robinson@lausd.net**	Fax Number:
SACS Resource Code: 3180 Revenue Object: 8920	

Object	Description of	SIG Funds Budgeted

Code	Line Item	FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	$1,137,215	$1,176,529	$1,176,529
2000–2999	Classified Personnel Salaries	$ 80,271	$ 61,349	$ 61,349
3000–3999	Employee Benefits	$ 220,181	$ 204,247	$ 204,247
4000–4999	Books and Supplies	$ 110,790	$ 69,592	$ 56,992
5000–5999	Services and Other Operating Expenditures	$ 310,400	$ 310,400	$ 310,400
6000–6999	Capital Outlay			
7310 & 7350	Transfers of Indirect Costs			
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		**$1,858,857**	**$1,822,117**	**$1,809,517**

SIG Form 5 – School Budget Narrative

School Budget Narrative- Revised

Provide sufficient detail to justify the budget. The budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Markham Middle School

Activity Description	Subtotal	Object Code
New evaluation systems for teachers and principals – Stipends for participation in prototype: 80 teachers and school leaders x $1,250 x 1 year =		1100, 3101,

$100,000 *(Year 1 only)*	$ 100,000	3201, 3301, 3401, 3501, 3601
New evaluation systems for teachers and principals – Training and individual growth allowances: 80 teachers and school leaders x $500 = $40,000 x 3 years = $120,000	$ 120,000	5800
Rewards for teachers and leaders who have increased student achievement: 80 teachers and school leaders x $1,500 = $120,000 x 2 years = $240,000 *(Years 2-3 only)*	$ 240,000	1100, 3101, 3201, 3301, 3401, 3501, 3601
Individual growth plans & professional development – Stipends for teachers and school leaders to develop individual growth plans: 80 teachers and school leaders x $1,250 = $100,000 *(Year 1 only)* 80 teachers and school leaders x $1,000 = $80,000 x 2 years = $160,000 *(Years 2-3 only)*	$ 100,000 $ 160,000	1100, 3101, 3201, 3301, 3401, 3501, 3601 1100, 3101, 3201, 3301, 3401, 3501, 3601
Summer PD by UCLA Coaches – Hire 4 UCLA instructional experts for 5 days: 4 coaches x 5 days x $670 / day = $13,400 x 3 years = $40,200	$ 40,200	5800
Summer PD Teacher Training Time – Provide additional PD time for teachers: 20 teachers x 5 days x 8 hrs/day x $25 / hr = $20,000 x 3 years = $60,000	$ 60,000	1100, 3101, 3201, 3301, 3401, 3501, 3601
UCLA Instructional Coaches – Hire 2 instructional coaches from UCLA in English and Math: 2 coaches x $120,000 = $240,000 x 3 years = $720,000	$ 720,000	5800
Weekly Teacher Planning – Provide an additional hour each week for teachers to collaborate:		1100, 3101,

49 teachers x 1 hr /week x 36 weeks x $25 / hr = $44,100 x 3 years = $132,300	$ 132,300	3201, 3301, 3401, 3501, 3601
Summer Pay for Principal – Pay our principal to work during the summer months of July and August. $9000 x 3 years = $27,000	$ 27,000	1300, 3101, 3201, 3301, 3401, 3501, 3601
Summer Pay for Assistant Principal – Pay our assistant principals to work during the summer months of July and August: $15,000 x 2 Aps = $30,000 x 3 years = $90,000	$ 90,000	1300, 3101, 3201, 3301, 3401, 3501, 3601
Summer Pay for Instructional Leaders – Pay 7 Instructional Leaders to work during August: 7 instructional leaders x 40 hrs / week x 4 weeks x $25 / hr = $28,000 x 3 years = $84,000	$ 84,000	1100, 3101, 3201, 3301, 3401, 3501, 3601
Substitutes for Instructional Rounds Training – Provide substitutes so teachers can implement the instructional rounds protocol: 5 substitutes x 10 months x 2 hrs / month x $66 / hr = $6,600 x 3 years = $19,800	$ 19,800	1200, 3101, 3201, 3301, 3401, 3501, 3601
Articulation – Provide additional PD time for teachers to review prior year student achievement data and collaborate across grade levels at the beginning of each school year: 49 teachers x 2 days x 8 hr /day x $25 / hr = $19,600 x 3 years = $58,800	$ 58,800	1100, 3101, 3201, 3301, 3401, 3501, 3601
Extend School Day by 30 minutes – Extend the school day everyday by 30 minutes for all students, which will enable the staff to provide additional structured instructional time to better meet the needs of our students:		1100, 3101, 3201, 3301,

93 teachers x 173 days x 0.5 hrs x ~$61.88 / hr = $497,767 x 3 years = $1,493,301 13 classified staff x ~$1,095.20 = $14,238 x 3 years = $42,714 5 administrators x ~$2,750.42 = $13,752 x 3 years = $41,256	$ 1,493,301 $ 42,714 $ 41,256	3401, 3501, 3601 2200, 3202, 3302, 3402, 3502, 3602 1300, 3101, 3201, 3301, 3401, 3501, 3601
Summer Intervention – Implement a 4-week summer intervention program to provide academic support and skill building to students who do not demonstrate proficiency: *(Years 2-3 only)* 20 teachers x 4 weeks x 20 hrs / week x $66 / hr = $105,600 x 2 years = $211,200 Classified support $7000 x 2 years = $14,000 Custodial services $4600 x 2 years = $9,200 Instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies) $6000 x 2 years = $12,000	$ 211,200 $ 14,000 $ 9,200 $ 12,000	1100, 3101, 3201, 3301, 3401, 3501, 3601 2200, 3202, 3302, 3402, 3502, 3602 2000 4300
Librarian for Summer Literacy – Pay the Teacher Librarian to implement a literacy initiative during the summer focused on improving literacy and English Skills of all students: 1 Librarian x 4 weeks x 20 hrs / week x $66 / hr = $5,280 x 2 years = $10,560 *(Years 2-3 only)*	$ 10,560	1200, 3101, 3201, 3301, 3401, 3501, 3601
Conflict Resolution Counselor – Hire a counselor to provided conflict resolution to students $90,000 x 3 years = $270,000	$ 270,000	1200, 3101, 3201, 3301, 3401, 3501, 3601

Intervention Coordinator – Hire an Intervention Support Coordinator to provide training to school staff on effectively implementing the RTI model. $96,000 x 3 years = $288,000	$ 288,000	1200, 3101, 3201, 3301, 3401, 3501, 3601
Behavior Interventionist – Hire a highly qualified site-based Behavior Interventionist to provide students with special needs a location for a time away, peer mediation, assist with behavior modifications and academic support. $90,000 x 1 year = $90,000 *(Year 1 only)*	$ 90,000	1200, 3101, 3201, 3301, 3401, 3501, 3601
Accelerated Reader – Upgrade the Accelerated Reader software program to increase the reading comprehension for struggling students $30,000 x 3 years = $90,000	$ 90,000	4200
Student Computers – purchase new computers so that students will be able to access online programs such as Accelerated Reader and Destination Math: 36 computers x $1500 x 1 year = $54,000 *(Year 1 only)*	$ 54,000	4400
Teacher Librarian – Hire a Teacher Librarian to implement the Accelerated Reader and STAR Reading programs. $95,000 x 3 years = $285,000	$ 285,000	1200, 3101, 3201, 3301, 3401, 3501, 3601
Summer Bridge – Implement a 2-week "Summer Bridge" program for students graduating from 5th grade to prepare them to enter middle school. 3 teachers x 10 days x 6 hrs x $66 / hr = $11,880 x 2 years = $23,760 *(Years 2-3 only)*	$ 23,760	1100, 3101, 3201, 3301, 3401, 3501, 3601
Intervention / **Tutoring** – Teachers will provide before- or after-school intervention and tutoring for students who have not demonstrated proficiency at grade level: 5 teachers x 8 weeks x 10 hrs / week x $66 / hr = $26,400 x 3 years = $79,200	$ 79,200	1100, 3101, 3201, 3301, 3401, 3501, 3601
Parent Training – Collaborate with a community provider to develop and implement parent workshops designed to help parents provide a home environment that is most conducive	$ 30,000	5800

to meeting their children's educational needs. $10,000 x 3 years = $30,000		
Capturing Kids' Hearts Training – Hire a consultant to provide a 3-day training session at the beginning of year for all staff, and mid-year for any new staff: $5 / student x 1400 students = $7000 x 3 years = $21,000	$ 21,000	5800
Capturing Kids' Hearts Substitutes – Provide substitutes so teachers can attend the 3-day training: 25 teachers x 3 days x $260 / day = $19,510 x 1 year = $19,510 *(Year 1 only)* 20 teachers x 3 days x $260 / day = $15,608 x 2 years = $31,216 *(Years 2-3 only)*	$ 19,510 $ 31,216	1200, 3101, 3201, 3301, 3401, 3501, 3601 1200, 3101, 3201, 3301, 3401, 3501, 3601
Safe Passage – Provide campus aides with additional time to effectively implement "Safe Passage" for Markham students to ensure that students are able to walk to and from school safely: 3 campus aides x 10 hrs / week x 36 weeks x $20 / hr = $21,600 x 3 years = $64,800	$ 64,800	2200, 3202, 3302, 3402, 3502, 3602
Security – Hire 2 additional on campus security guards at Markham: 2 guards x $36,000 = $72,000 x 1 year = $72,000 *(Year 1 only)* 1 guard x $36,000 = $36,000 x 2 years = $72,000 *(Year 2-3 only)*	$ 72,000 $ 72,000	2000 2000
Student Materials – Set aside funding to create and implement student incentives to enhance positive behavior (ex., books, scholarships, buses for field trips, etc.): *Year 1 only = $190* *Year 2 only = $33,592* *Year 3 only = $20,992* *Total for 3 years = $54,774*	$54,774	4300
Classroom Libraries – Purchase lexile-level books to bolster the small number of books currently available in each classroom: 1400 students x $19 / student = $26,600 x 1 year = $26,600 *(Year 1 only)*	$ 26,600	4300

SLC Collaboration – Provide time for school staff within each house to collaborate with each other on a weekly basis to plan and develop coherent rituals and routines: 49 teachers x 36 weeks x 1 hrs x $25 / hr = $44,100 x 3 years = $132,300	$ 132,300	1100, 3101, 3201, 3301, 3401, 3501, 3601

George Washington Carver Middle School

Budget &
Budget Narrative

SIG Form 4b–School Projected Budget

School Projected Budget- Revised

Fiscal Year 2009–10

Name of School: **Carver Middle School**	
Name of LEA: **Los Angeles Unified School District**	
County/District (CD) Code: **19-64733**	
County: **Los Angeles**	
LEA Contact: **Sharon Robinson**	Telephone Number: **213-241-7000**
E-Mail: **sharon.robinson@lausd.net**	Fax Number:
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries	$1,217,373	$1,349,229	$1,304,571
1999				
2000–	Classified Personnel Salaries	$ 35,124	$ 16,848	$ 16,848
2999				
3000–	Employee Benefits	$ 220,773	$ 217,943	$ 226,774
3999				
4000–	Books and Supplies	$ 9,676	$ 62,002	$ 84,327
4999				
5000–5999	Services and Other Operating Expenditures	$ 185,290	$ 129,665	$ 129,665
7100–	Tuition	$ 80,000	$ 80,000	$ 80,000
7199				
7310 &	Transfers of Indirect Costs			
7350				
7370 &	Transfers of Direct Support Costs			
7380				
Total Amount Budgeted		**$ 1,748,236**	**$ 1,855,687**	**$ 1,842,185**

SIG Form 5 – School Budget Narrative

School Budget Narrative - Revised

Provide sufficient detail to justify the budget. The budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Carver Middle School

Activity Description	Subtotal	Object Code
New evaluation systems for teachers and principals –	$ 137,500	1100,

Stipends for participation in prototype: *(Year 1 only)* • 110 teachers and school leaders x $1,250 = $137,500 x 1 year = $137,500		3101, 3201, 3301, 3401, 3501, 3601
New evaluation systems for teachers and principals – Training and individual growth allowances: • 110 teachers and school leaders x $500 = $55,000 x 3 years = $165,000	$ 165,000	5800
Rewards for teachers and leaders who have increased student achievement: *(Years 2-3 only)* • 110 teachers and school leaders x $1,500 = $165,000 x 2 years = $330,000	$ 330,000	1100, 3101, 3201, 3301, 3401, 3501, 3601
Individual growth plans & professional development – Stipends for teachers and school leaders to develop individual growth plans: *(Year 1 only)* • 110 teachers and school leaders x $1,250 = $137,500 x 1 year = $137,500 *(Years 2-3 only)* • 110 teachers and school leaders x $1,000 = $110,000 x 2 years = $220,000	$ 137,500 $ 220,000	1100, 3101, 3201, 3301, 3401, 3501, 3601 1100, 3101, 3201, 3301, 3401, 3501, 3601
Instructional Coaches – Hire 2 instructional coaches in Math and Science: • 2 coaches x 36 weeks x 40 hrs/week x $66 / hr = $186,892 x 3 years = $560,676	$ 560,676	1100
LMU - Mount Saint Mary's Instructional Leadership Program – Pay the tuition cost for a cohort of 20 teachers to participate in this instructional leadership program: • 20 teachers x $4,000 tuition per year = $80,000 x 3 years = $240,000	$ 240,000	7143
Data Analyst – Hire a data analyst to assist teachers to analyze student level data $101,743 x 3 years = $305,229	$ 305,229	1200, 3101, 3201, 3301,

		3401, 3501, 3601
Extended Day Year Round Calendar – Increase the instructional day by 24 minutes in order to ensure that all students have additional time daily for learning. *SY 2010-2011* • 103 teachers x 156 days x 0.4 hrs x ~$61.88 / hr = $397,694 x 1 year = $397,694 • 5 administrators x ~$2,750.42 = $13,752 x 1 year = $13,752 • 10 classified staff x ~$1,095.20 = $10,952 x 1 year = $10,952 • 14 buses x $360 / bus = $5,040 x 1 year = $5,040	$ 397,694 $ 13,752 $ 10,952 $ 5,040	1100, 3101, 3201, 3301, 3401, 3501, 3601 1300, 3101, 3201, 3301, 3401, 3501, 3601 2200, 3202, 3302, 3402, 3502, 3602 5600
Extended Day Traditional Calendar – As we move from a year round to a traditional calendar, we will increase the instructional day by 40 minutes in order to ensure that all students have additional time daily for learning. *SY 2011-2012 and SY 2012-2013* • 70 teachers x 180 days x ~0.66 hrs x ~$61.88 / hr = $519,764 x 2 years = $1,039,528 • 5 administrators x ~$2,750.42 = $13,752 x 2 years = $27,504 • 10 classified staff x ~$1,095.20 = $10,952 x 2 years = $21,904 • 14 buses x $360 / bus = $5,040 x 2 years = $10,080	$ 1,039,528 $ 27,504 $ 21,904 $ 10,080	1100, 3101, 3201, 3301, 3401, 3501, 3601 1300, 3101, 3201, 3301, 3401, 3501, 3601 2200, 3202, 3302, 3402, 3502, 3602 5600
Summer School – Implement a 6 week summer intervention	$ 158,400	1100,

program to provide academic support and skill building to students who do not demonstrate proficiency in ELA and Math. *SY 2011-2012* • 20 teachers x 120 hrs x $66 / hr = $158,400 x 1 year = $158,400		3101, 3201, 3301, 3401, 3501, 3601
• 20 teachers x 6 hrs x $66 / hr = $7,920 x 1 year = $7,920	$ 7,920	1100, 3101, 3201, 3301, 3401, 3501, 3601
• 1 counselor x 120 hrs x $66 / hr = $7,920 x 1 year = $7,920	$ 7,920	1200, 3101, 3201, 3301, 3401, 3501, 3601
• 2 campus aides x 150 hrs x $25 / hr = $7,500 x 1 year = $7,500	$ 7,500	2200, 3202, 3302, 3402, 3502, 3602
• General Supplies: 500 students x $85 / student = $42,502 x 1 year = $42,502	$ 42,502	4300
• Custodial Services and Supplies: 520 students and staff x $25 / hr = $13,000 x 1 year = $13,000	$ 13,000	4000
Summer School *SY 2012- 2013* • 1 coordinator x 180 hrs x $66 / hr = $11,880 x 1 year = $11,880	$ 11,880	1200, 3101, 3201, 3301, 3401, 3501, 3601
• 12 teachers x 120 hrs x $66 / hr = $95,040 x 1 year = $95,040	$ 95,040	1100, 3101, 3201, 3301, 3401, 3501, 3601
• 12 teachers x 12 hrs x $66 / hr = $9,504 x 1 year = $9,504	$ 9,504	1100, 3101, 3201,

		3301, 3401, 3501, 3601
• 1 counselor x 120 hrs x $66 / hr = $7,920 x 1 year = $7,920	$ 7,920	1200, 3101, 3201, 3301, 3401, 3501, 3601
• 2 campus aides x 150 hrs x $25 / hr = $7,500 x 1 year = $7,500	$ 7,500	2200, 3202, 3302, 3402, 3502, 3602
• Instructional Materials: 312 students x $173.40 / student = $54,102 x 1 year = $54,102	$ 54,102	4300
•		
• General Supplies: 312 students x 50 / student = $15,600 x 1 year = $15,600	$ 15,600	4300
•		
• Custodial Services and Supplies: 325 students and staff x $25 / hr = $8,125 x 1 year = $8,125	$ 8,125	4000
Elective Period – Hire outside providers to teach extracurricular classes and to support our student as they explore their interests: • 5 experts x 36 weeks x 10 hrs / week x $30 / hr = $54,000 x 3 years = $162,000	$ 162,000	5800
Provide additional time for the Band teacher to allow for the music program to be available all year in a year round school: *SY 2010-2011* • Teacher Z-time: 560 hrs x $66 / hr = $36,960 x 1 year = $36,960	$ 36,960	1100, 3101, 3201, 3301, 3401, 3501, 3601
• Teacher Auxiliary: 236 hrs x $66 / hr = $15,576 x 1 year = $15,576	$ 15,576	1100, 3101, 3201, 3301, 3401, 3501, 3601
Coordinator Z-Time – Because Carver is on a year-round calendar, additional time is needed for coordinators to work	$ 184,800	1200,

during their unassigned time: *SY 2010-2011 and SY 2011-2012* • 4 coordinators x 350 hrs x $66 / hr = $92,400 x 2 years = $184,800		3101, 3201, 3301, 3401, 3501, 3601
Administrator Z-Time – Pay our principal and assistant principals to work during the summer months of July and August: *SY 2011-2012 and SY 2012-2013* • 5 Administrators x 224 hrs x $66 /hr = $73,920 x 2 years = $147,840	$ 147,840	1300, 3101, 3201, 3301, 3401, 3501, 3601
Psychiatric Social Worker – The PSW will provide individual, group and family therapy. $111,470 x 3 years = $334,410	$ 334,410	1200, 3101, 3201, 3301, 3401, 3501, 3601
Psychologist – The psychologist will provide individual, group and family therapy. *SY 2010-2011* $82,831 x 1 year = $82,831	$ 82,831	1200, 3101, 3201, 3301, 3401, 3501, 3601
Pupil Services Attendant – Hire a PSA to focus solely on ensuring that students are attending school by taking additional measures to track student absences and communicate proactively with parents. *SY 2012-13* $106,469 x 1 year = $106,469	$ 106,469	1200, 3101, 3201, 3301, 3401, 3501, 3601
Librarian – Hire a librarian to help students improve their inquiry and critical thinking skills, learn about resources and research tools and help them broaden their interest in books to enhance their growth as competent and avid readers. *SY 2010-2011* $94,992 x 1 year = $94,992	$ 94,992	1200, 3101, 3201, 3301, 3401, 3501, 3601
2 Library Aide Positions – Fund 2 library aides for 3 hours in order to ensure that our library remains open for students and teachers on a consistent basis: *SY 2010-2011* • 2 Library Aides x $13,758 = $27,516 x 1 year = $27,516	$ 27,516	1200, 3101, 3201, 3301, 3401,

		3501, 3601
Day to day substitutes – These funds will cover the benefited absence of the register carrying CSR teachers purchased from this same fund: *SY 2010-2011* • 5 Days x $260 / day = $1,300 x 1 year = $1,300	$ 1,300	1200, 3101, 3201, 3301, 3401, 3501, 3601
Articulation – Teachers will be released to meet with their prior grade level and post grade level colleagues, do observations of each others' classrooms, and plan instruction based on student needs: *SY 2010-2011* • 93 days x $260 / substitute day = $24,192 x 1 year = $24,192 *SY 2011-2012 and SY 2012-2013* • 63 days x $260 / substitute day = $16,387 x 2 years = $32,774	$ 24,192 $ 32,774	1200, 3101, 3201, 3301, 3401, 3501, 3601 1200, 3101, 3201, 3301,
Parent and Community Engagement Grant – Carver will form a Family Action Team, comprised of parents, students, teachers and staff who take responsibility for parent engagement. This Family Action Team will have access to funds and will decide how to best utilize this funding to increase the level of parent engagement at the school. $5,000 x 3 years = $15,000	$ 15,000	4300
Parent Training – Collaborate with a community provider to develop and implement parent workshops designed to help parents provide a home environment that is most conducive to meeting their children's educational needs. $10,000 x 3 years = $30,000 • Materials $4,676 x 1 year = $4,676 Yr 1 $1,500 x 2 years = $3,000 Yrs 2-3 Total = $7,676	$30,000 Yr 1-3 $7,676	5800 4300
Capturing Kids' Hearts – Implement the Capturing Kids' Hearts training program, a 3-day off-site learning experience that provides tools for staff to build positive, productive, trusting relationships among themselves and with their students. $61,250 Yr1 $5,625 Yr2 $5,625 Yr3	$72,500	5800

SY 2010-2011 • Trainers: $35 per student x 1750 students = $61,250 x 1 year = $61,250 *SY 2011-2013* • Trainers: $5 per student x 1125 students = $5,625 x 2 years = $11,250 Total = $72,500		

Maywood Academy High School Budget & Budget Narrative

SIG Form 4b–School Projected Budget

School Projected Budget - Revised

Fiscal Year 2009–10

Name of School: **Maywood Academy High School**	
County/District/School (CDS) Code: **1964733**	
LEA: Los Angeles Unified School Dist.	
LEA Contact: Dr. Gail Greer, Prin.	Telephone Number: (323) 838-6000
E-Mail: ggreer1@lausd.net	Fax Number: (323) 560-9211
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13

1000	Certificated Personnel Salaries	$ 1,036,102.00	$ 1,036,102.00	$ 1,036,102.00
2000	Classified Personnel Salaries	$156,639.00	$156,639.00	$156,639.00
3000	Employee Benefits	$246,121.00	$246,121.00	$246,121.00
4000	Books and Supplies	$278,063.00	$293,992.00	$292,044.00
5000	Services and Other Operating Expenditures	$160,000.00	$160,000.00	$160,000.00
6000	Capital Outlay			
7000	Transfers of Direct Support Costs			
Total Amount Budgeted		$1,876,925.00	$1,892,854.00	$1,890,906.00

SIG Form 5b–School Budget Narrative

School Budget Narrative - Revised

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: **Maywood Academy High School**

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Ongoing, high quality, job embedded staff		1100

development – for teachers/support staff and leaders **PD Planning time** 63 teachers/support staff and school leaders x 28 days, twice monthly @ 2 hours eacy (beyond the school day) in support of 14 LAUSD/MAHS PD days scheduled over a 10 month period. $199,440 x 3 years = $598,320 Planning and data analysis time will take place in these meetings and will done by Smaller Learning Community and Department utilizing Personalized Learning Community strategies for a total of 56 annual planning and teaming hours of at the 10thly rate. Training rate will and can also be made available as determined by the School Leadership Council in its purview over budgets via the Expanded School Based Management Governance model.	$598,320	1200 1300 3101 3201 3303 3401 3501 3601
Contracting for Instructional Services with Institutions of Higher Learning and/or organizations for on going, professional development learning opportunities for teachers, school leaders, support staff and classified staffs. $100,000 per year x 3 years = $300,000	$300,000	5800
Books and Materials 396.82 x 63.00 per person for professional learning libraries supporting improved teaching and learning as per professional development topics. $25,000 per year x 3 years = $75,000	$75,000	4100 4200 4300
Conference Attendance @ $1,000 per 60 teacher/leader/staff $60,000 per year x 3 years = $180,000	$180,000	5200
Rewards for teachers/leaders (61) who have increased student achievement X 3000.00 per person. (years 1, 2 and 3) $183,000 per year x 3 years = $549,000	$549,000	1100 1200 1300 3101 3201 3303

		3401 3501 3601
Department Chairperson Differentials @ 1500.00 x 10 departments (10 chairpersons). For leading data analysis meetings and instructional planning meetings twice per month by department and in support of SLC's. $15,000 per year x 3 years = $45,000	$45,000	1100 1200 1300
Instructional Math Coach .5 $46,725 per year x 3 years = $140,175	$140,175	1100 1300 1900
Instructional Coach English Language Arts . 5 $46,725 per year x 3 years = $140,175	$140,175	1100 1300 1900
Extended Day Schedule – up to 60 minutes x 180 days of instruction- X 55 people (49 Teachers, 4 counselors, 1 dean, 1 coordinator. This information reflects our current RIF and displacement information. 55 people x 180 work days. Teachers (49) @ 52.00 per hour; 4 counselors (60.12 – 61.29 per hour); 1 dean ($52.00 per hour); 1 coordinator @ 60.12 hour). The current schedule, recommended between 45 minutes and 60 minutes a day is calculated at the 60 minute rate to allow flexibility as determined by the soon to be established School Leadership Council which has governance over determining exact bell schedule. $583,714 per year x 3 years = $1,751,142	$1,751,142	1100 1200 3101 3301 3401 3501 3601
PSA Counselor- Pupil Services and Attendance Counselor for Student and Family Support - **.5 position** - Providing appropriate social, emotional, community oriented services and supports for all students as needed. $54,688 per year x 3 years = $164,064	$164,064	1200 3101 3102 3201 3202 33010 3302 3401 3402 3501 3501 3601 3602

PSW - Psychiatric Social Worker for Student/Family Support **.5 position –** Providing appropriate social, emotional, community oriented services and supports for all students as needed. $54,688 per year x 3 years = $164,064	$164,064	1200 3101 3102 3201 3202 3301 3302 3401 3402 3501 3501 3601 3602
IMA - Intervention Supports for the Extended Daily Minutes for up to 60 minutes of Intervention time– - Response to Intervention 2 – Training Materials, ALEKS mathematics licenses @ for a computerized instructional program for students scoring at below basic and far below basic in math, SRT or other Computerized Learning Systems as determined by the School Leadership Councils will be purchased to support students needing supporting in English Language Arts. $59,195 per year x 3 years = $177,585 - Students participating in this effort will be selected based on student grades, parent/student request, CST scores, IEP results, CELDT test results and/or teacher recommendation with parent approval. The numbers of these targeted students will depend on outcome results. We are planning for at least two classes and possibly four for strategic targeting and entire school in general through our extended learning opportunities. - **Intervention efforts will be available for all students found to be at the below basic and far below basic levels in English Language Arts on the CST's, the CAHSEE, the CELDT and on meeting goals and objectives for IEP's for Special Education Students.**	$177,585	4100 4200 4300 4400
Office Technician – A Basis – TBD by School Leadership Council – to support the maintenance, collection and distribution of data information as requested by administrators, instructional coaches, department chairpersons, SLC leads and support staff.	$174,327	2400 3202 3302 3402 3502

This position will also work in support of the school as a whole by insuring that meaningful and appropriate substitute coverage is provided when teachers are out on illness or professional development. This position will also be responsible for supporting the collection of daily school wide attendance data. $58,109 per year x 3 years = $174,327		3602
Educational Aide Position 2 – C Basis This position will work in support of the Intervention Period of up to 60 minutes daily and/or 300 minutes weeks for all students. As well, this position will fully support as the during the day Intervention period (Response to Intervention 2 and other Intervention efforts supported by the School Leadership Council conducted in the Library at during the day intervention time(s). This position will further support classroom teachers and any Intervention appointed designee. Requests should be formalized by Department Chairpersons and copied to administrative staff so as to streamline communication and requests. $43,092 per year x 3 years = $129,276	$129,276	2400 3202 3302 3402 3502 3602
Purchase of School Supervision Aides (4) and/or 1 School Safety Officer so as to maintain a safe campus during the day and during intervention program efforts also held after school daily and on Saturday mornings. $70,000 per year x 3 years = $210,000	$210,000	2400 3202 3302 3402 3502 3602
Purchase of a .5 Custodial Staff position for the purpose of supporting after school and weekend tutorial programs by maintaining a clean campus. As well, this position will support set ups and arrangements for parent meetings and parent interactions which we expect will take place throughout the school week and on at least two out of four weekends. This position will support instruction ensuring the campus is conducive for students learning at all times.	$167,043	2400 3202 3302 3402 3502 3602

$55,681 per year x 3 years = $167,043		
Parent Liaisons (4) @ 3250.00 annually To insure that each Smaller Learning Community has at least one parent liaison assigned to them to assist in trouble shooting with students and/or families at risk. To provide support, motivation and encouragement to other parents on how to access services, support systems and how to interface with classified, certificated and administrative staff so as to insure the needs of their children are met. These parents, while not full time employees will be called up and utilized by SLC Lead teachers in their effort to solve issues that may be negatively affecting students' outcomes. $13,000 per year x 3 years = $39,000	$39,000	2000
Parent Ombudsman/School Liaisons – 10 parent liaisons or ombudsman will be paid 1500.00 annually to support learning in the Maywood community and in particular in the parents neighborhoods. It is expected that these parents will be the go to parents in the community and will also work on campus maintaining logs and sign-ins as documentation of their efforts to fully engage community members. $15,000 per year x 3 years = $45,000	$45,000	2000
Technology Technology purchases to insure that intervention equipment (computers) are in classrooms in support of the Response to Intervention 2 program, scheduled to take place for one hour during the school day. 100 desktop computers @ 1430.00 each plus software programs (450.00)and lockdown devices (50.00 each) need to be outfitted with software supporting RTI intervention and/or Aleks Mathematics licenses. 2000.00 per computer x 60 computers for teacher, student, classroom and RTI library time access. 1st year - $143,097, 2nd year - $159,026, 3rd year - $157,078 = $459,201	$459,201	4000
Parent Room Lap top purchases for the Parent Center	$152,313	4000

to support parent trainings at school on how to access ISIS, School Attendance, e-mail and other communication with school staff. These items will be used during training sessions and professional development opportunities for parents so they are more comfortable with accessing school staff and information. $50,771 per year x 3 years = $152,313		

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note**: An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED		PROJECTED COST
						Turnaround	Restart	Closure	Transformation	Start Over	Implement SWP	
George Washington Carver Middle School	60-57921	062271002902	X				X			x		$5,446,108
Samuel Gompers Middle School	60-58028	062271002941	X				X			X		$5,589,118
Edwin Markham Middle School	60-61527	062271003168	X				X			X		$5,490,491
Robert Louis Stevenson Middle School	60-58317	062271003372	X				X			X		$5,590,008
Florence Griffith Joyner Elementary	60-18527	062271003244	X				X			X		$5,573,848
Maywood Academy High	01-09462	062271010889		X					X			$5,660,685
Gardena High School	19-33241	062271003034	X						X			$4,934,455