

1. Executive Summary

Introduction

The Partnership for Los Angeles Schools (“Partnership”) is pleased to submit this application to collaborate with the Los Angeles Unified School District (“LAUSD”) and the Central Region Elementary School (CRES #18) school community to build CRES #18 into an institution where **all students** achieve at grade level and are on a pathway to graduate from high school college and career ready.

We have no doubt that all future CRES #18 students have the potential for academic success, and we believe the desire and professional knowledge to make CRES #18 an exceptional school exists within LAUSD and in the larger school community. We hope to bring our expertise, resources and partnerships to CRES #18 and work with the new school site staff, parents and community members to dramatically accelerate the academic achievement of all students.

Partnership Background and Structure

The Partnership is a 501c3 non-profit created through a unique collaboration between Los Angeles Mayor Antonio Villaraigosa and LAUSD to transform some of the lowest performing schools in Los Angeles. The Partnership has 27 professionals with extensive experience in improving low performing schools and currently serves 12 schools with approximately 16,500 students and 1,300 school-based employees. The Partnership works through LAUSD’s iDesign division; and LAUSD and the Partnership collaborate to provide quality services to Partnership schools.

A Memorandum of Understanding (MOU) with LAUSD defines the Partnership’s relationship with its schools and the District. Included in the MOU are agreements regarding the Partnership’s direct support of its schools, flexibility from LAUSD policies, and authority over budgets, hiring, and other key areas. Additionally, the MOU ensures all employees in Partnership schools remain LAUSD employees and are covered by LAUSD bargaining agreements. This MOU would govern any future relationship between the Partnership and CRES #18.

Mission, Vision, Philosophy

The **mission** of the Partnership is to transform teaching and learning so **all students** have a foundation for academic excellence and personal success. The Partnership’s **vision** for CRES #18 is a school where all students are at grade level and on a path to graduation. Our experience tells us when school staff, parents, students, community members, and support organizations such as the Partnership work together, all students can reach their academic potential.

Guiding the Partnership is a set of **core values**: 1) Students are the first priority in everything we do; 2) Our commitment to continuous improvement is key to accelerating school transformation; 3) A culture of high expectations sets the bar for our children, our schools, and our organization; 4) The entire school community is accountable for results; 5) Families and communities are critical partners in a student’s education; and 6) Integrity is highly valued and placed at the center of all our actions.

Our **philosophy** centers on a belief that CRES #18 can be a school of excellence without becoming a charter school. We believe the Partnership can provide the necessary resources and guidance to build an amazing school. Our focus would be to: provide guidance and direct professional support to the school as defined by our educational model (see below); empower the school site with key decisions related to budget, hiring, and instruction; provide flexibility from district policies through

our MOU; bring new financial and community based resources to the school; increase parent and community engagement; collaborate with LAUSD to provide improved services; support quality school improvement work at CRES #18, and bring consistent responsibility and accountability for student results to the campus.

Experience with Similar School Populations

The Partnership has extensive experience serving student populations similar to CRES #18. Currently, we manage the transformation efforts at 12 LAUSD schools, four of which are elementary schools. The demography and historic academic performance levels of our schools mirror those of CRES #18 as seen in the chart below.

Measure	PLAS Average	CRES #18*
Pre-K to 12 th Grade Enrollment	16,225	681
English Learners	36.3%	58%
Special Education	10.6%	11%
Free/Reduced Lunch Eligibility	95%	96%
Gifted and Talented	6.6%	1%
% Hispanic/% African-American	91.4%/8.5%	95%/4%
% of Parents with less than a High School Diploma	45% (approx.)	41%

*Estimates based on 20th St. Elementary which is slated for relief by CRES #18

Education Plan

Working with current staff, the Partnership will utilize the following five-point, comprehensive educational model as a foundation for improving CRES #18. This is the same model the Partnership is using successfully at the four other elementary schools it serves.



Transforming School Site Leadership and Culture: The Partnership will guide and support the CRES #18 leadership team in becoming strong **instructional leaders**. The principal and assistant principal will spend at least three hours a day in classrooms focusing on improving instruction. A laser-like focus on improving instruction is at the heart of our leadership-coaching model. Additionally, school site leadership will expand to include teachers, giving them real input into the instructional program, including specialized training for Grade Level Leaders, Coaches, and Coordinators. CRES #18’s first year as a Partnership school will focus leadership and staff on high

expectations for all students and set the tone and atmosphere necessary for student and adult learning.

Strengthen Quality Instruction: Quality classroom **instruction lies at the core** of improved student achievement. As a Partnership school, professional development programs at CRES #18 will focus on instructional support, including: building the capacity of teachers and administrators to effectively plan and deliver professional development during banked time; creating consistent opportunities for grade level/content area collaboration during the school day; providing opportunities for teacher professional development during the school day, on weekends and during the summer; leveraging the use of data and technology to focus the curriculum, content, and pedagogy on students' specific academic needs; and implementing instructional rounds. The objective is to create a true professional learning community at CRES #18 where classrooms are open and teachers and administrators are working with each other on a regular basis to improve instruction.

Intervention/Enrichment for Students: Partnership schools provide students with **customized intervention and enrichment** programs to improve and accelerate academic achievement. Using Response to Intervention as the foundation, the Partnership will work with CRES #18 to provide afterschool and within-the-day intervention support, for students scoring Basic and Below in English Language Arts and Mathematics. CRES #18 students will be offered enrichment opportunities such as additional afterschool clubs, tutoring, technology, off-campus learning experiences, and mentoring.

Actively Engage Families and Communities: Parents, caregivers, families and community members must be actively involved in school activities and school site-based decision making. The Partnership will bring a **research-based parent engagement model** to CRES #18 to train teachers, administrators, and support personnel to effectively communicate with and engage parents. In addition, parent leaders will be trained in organizing, assessing, and supporting the instructional program, and a Parent Center will be created at CRES #18. In the broader community, CRES #18's access to resources will expand as it leverages Partnership relationships with the City of Los Angeles, the County of LA, non-profit organizations such as City Year and the LA Conservation Corp, corporations such as Direct TV and Wells Fargo, and universities such as UCLA.

Optimize School Operations and Structures: As a Partnership school, CRES #18 will have much **greater control over its budgets, hiring and curriculum** because it would operate under the Partnership's MOU with LAUSD. Operational support will still come from LAUSD, but Partnership staff will provide additional support so operations are as efficient as possible and administrators and teachers can focus their time on teaching and learning. Moreover, the Partnership provides an **operational structure** that will help CRES #18 build a foundation for performance management, facilitate the use of technology, develop effective communication tools, and ensure accountability for results.

Community Impact and Involvement

The Partnership seeks to transform underperforming schools within a Family of Schools, i.e. those that feed and receive one another's students. Working within a Family of Schools allows us to better connect community assets to a larger group of students and their families and also to ensure better articulation across schools. CRES #18 was identified as a potential Partnership school because it is connected to our growing family of schools. It is a neighboring school to Santee High

School, a current Partnership school; and its main feeder school is Carver Middle School, another school the Partnership is hoping to support. Already, the Partnership has relationships with many community groups that could serve CRES #18 due to our work with Santee. We have created a community collaborative at Santee, which is a group of non-profit and government agencies committed to connecting their services to schools in the community. Many of these organizations such as A Place Called Home and All People's Christian also serve students in the CRES #18 area. **We will connect our community collaborative to CRES #18 as well as reach out to other organizations** in the area. Moreover, the Partnership's relationship with the City of Los Angeles will connect CRES #18 to additional resources. The Partnership has collaborations with the Department of Parks and Recreation, Public Libraries, Department of Cultural Affairs, the Gang Reduction and Youth development group, LAPD and other city departments.

Leadership and Governance

The Partnership's support team consists of 27 education professionals with a history of success in working with low performing schools. The team has expertise in school administration, education reform, charter schools, business, and public policy. Both at the Partnership and in their previous roles, the Partnership leadership team has a proven history of successfully opening new schools, transforming low performing schools, and accelerating student achievement. Partnership leadership include the former President of Green Dot Public Schools, a former Assistant Superintendent from San Diego Unified, the former Director of Categorical Programs for Rialto School District, a former member of the Stanford University Redesign Network, senior professionals with expertise in finance and operations from McKinsey & Co and IBM, the former Executive Director of the Los Angeles Parents Union, and former principals with experience transforming low performing schools. See Appendix A-1 for the Partnership organizational chart and resumes of its leadership team.

The Partnership will work with CRES #18 to develop the capabilities of CRES #18's School Site Council, School Leadership team, CEAC, ELAC and other committees so that the school is prepared to make key policy decisions locally. The Partnership's model for governance is based on empowering CRES #18 with key decisions related to budgeting, hiring, curriculum and other key areas. The Partnership will work with the CRES #18 community to develop the governance and advisory structures and to work across the different councils and committees so school plans are integrated and aligned with accelerating student achievement. The Partnership will also equip CRES #18 with a number of survey and communications tools to help ensure opinions of all stakeholders are included in key decisions.

Fiscal Plan

Joining the Partnership **will put CRES #18 in a strong financial position** to accelerate student achievement. CRES #18 will receive all its LAUSD funding, but under the Partnership, CRES #18 would use **per-pupil funding**, allowing much greater spending flexibility and alignment with its key academic priorities. Further, the Partnership, as a 501c3, raises additional funding that can and will be used to support CRES #18 directly. Over the last two and a half years, the Partnership has secured funding commitments of over \$58 million over 10 years, ensuring the Partnership's long-term financial health. The Partnership professional team is funded 100% through philanthropy, not public monies. Through fundraising, the Partnership has been able to fund direct services to Partnership schools in areas such as professional development, technology, intervention, parent engagement, professional stipends and field trips. Using existing and anticipated philanthropic funding, the Partnership will provide CRES #18 similar supports and services.

Partnership Results to Date

The Partnership has one full year of results to date, 2008-09, and we are glad to report a majority of our campuses realized robust gains in student achievement. Average API growth for our schools was 17 points, outpacing the average growth rates for the state, the district, and LD's 5 and 7, where our schools resided prior to the 2008-09 school year. For the same year, CST proficiency rates in Partnership schools increased on average 8.5% in English Language Arts and 3.9% in Mathematics. Detailed achievement results for Partnership schools are available in Appendix A-2.

Assurances

- i. The Partnership is a 501c3 entity. See Appendix A-3 for documentation/certification.
- ii. All students in the CRES #18 attendance area can be enrolled at CRES #18. See Appendix A-4 for assurance.
- iii. All students residing within the CRES #18 school boundaries will be able attend the school. See Appendix A-4 for assurance.
- iv. See financial data in Appendix A-4 and Appendix A-5 that demonstrates solvency.
- v. The Partnership agrees to adhere to the requirements of the Modified Consent Decree and other court orders pertaining to special education. CRES #18 will continue to use LAUSD Special Education services and systems. See Appendix A-4 for assurance.

A Day in the Life of a Student at CRES #18

Fifth grader Anna's day at CRES #18 begins when she arrives 30 minutes early to eat a healthy breakfast provided in the cafeteria. Afterwards, she stops by her classroom to tell her teacher about a great book her dad read to her the night before. The bell rings and she runs outside to line up for morning assembly with her whole school. This is Family Friday so the campus is filled with parents who will read stories to students throughout the school for the first 30 minutes of the day. Anna is especially excited to learn the book parents will read is "Stone Soup." After a friend's Dad reads the book to her class, Anna begins a 2-hour literacy block. Her teacher explains this week they will spend the first half of class learning new and fun ways to grow as readers and writers. Anna loves to write stories and lately her class has been learning how to add interesting details to stories during Writer's Workshop. In the last half of class, Anna participates in a Mondo reading group.

Wednesday's and Friday's the class gets to work for a whole hour on science. Her teacher has the most interesting science experiments for them to work on using newly provided computers and science simulation software. Around 11:30 it is time for lunch and Anna is hungry – she's glad they always have great food in the school cafeteria. After lunch, she has time to play with her friends on the playground. After playing, it is back to the classroom and time for math. She really likes math, because she is doing so well at memorizing her multiplication facts. For the last 45 minutes of the day, her teacher has time for arts and crafts. Today they are making collages. At the end of the day their teacher gives them 15 minutes for independent reading time. She loves it when she gets to pick out a new book from her classroom library – reading books is one of her favorite things to do because she gets to experience different adventures without ever having to leave home. When school gets out, her mom is there to get her and her little brother and they walk home together.

2. Curriculum and Instruction

2a. Curriculum Map and Summary

CRES #18 will adhere to existing LAUSD curricular guidelines. Textbooks will be state-adopted and approved by the LAUSD with the exceptions noted below. Textbooks, instructional guides, and pacing plans are aligned to the California content standards. LAUSD utilizes a comprehensive process for textbook adoption, ensuring the curriculum is standards- and research-based. Further, the district has extensive resources and professional expertise dedicated to the development of instructional guides delineating essential standards, scope and sequence, pacing guides, and model lessons. We know from experience this curriculum meets the needs of students when **implemented with fidelity**. Curriculum maps and summaries for all core content areas are attached in Appendix A-6. Our current standard textbook options by content area and level are attached in Appendix A-7.

Curricular Flexibility: The Partnership schools are entitled to curriculum flexibilities as outlined in our MOU (see Appendix A-8). One factor differentiating the Partnership from LAUSD and other school operators is our work with school site constituents to determine if there are gaps in the curriculum provided by the district. One of our earliest priorities will be to assist CRES #18 in **identifying curriculum supports and/or supplemental resources needed to bridge gaps and better support student learning**. We are committed to supporting site leaders and teachers at CRES #18 in implementing alternative core curricula, if that is one of their identified strategies for improving student mastery of content standards.

CRES #18 will have the flexibility to deviate from LAUSD's standard curriculum and assessment system as long as the plan is well-defined, standards-based, and professional development is received by all affected teachers prior to implementation. Many of our schools have exercised the school-based curriculum option successfully. For instance, Ritter Elementary School is moving towards a Balanced Literacy program by augmenting the Open Court Reading program with small group guided instruction and independent reading. In this instance, teachers at the school dedicated the time and resources necessary to successfully implement a curriculum that met the specific needs of students.

2b. Track Record of Proposed Curriculum

Each Partnership school's curriculum is **LAUSD board-adopted, aligned to California content standards and the associated Curriculum Frameworks**. The curriculum and textbooks adopted by the LAUSD offer research- and standards-based objectives, activities, and assessments. The curriculum provides a variety of formative and summative assessments and provides in-depth study of critical topics. The Partnership offers support to site leaders, instructional coaches, and teachers to implement curriculum and best teacher practices. Assistance is provided in a variety of ways, including professional expertise from our staff (an Assistant Superintendent of Instruction, or Coordinator of School Improvement) and national experts identified by the Partnership. Additionally, we have collaborative relationships with Local District 7, so our schools are able to participate in district sponsored professional development and Local District professional experts are available to provide assistance as needed.

2c. Addressing the Needs of All Students

We believe providing high quality instruction to all students is essential to: close racial and programmatic achievement gaps between and among sub-groups of students; rapidly accelerate achievement among consistently underperforming individual and/or racial and programmatic sub-

groups; and improve overall school performance. **We strive to meet the needs of all students by implementing the “Response to Intervention” (RtI) model.** RTI is a process of instruction, assessment, and intervention that allows schools to identify struggling students early, provide appropriate instructional interventions, and increase the likelihood of student success in their current placement. Elements of a strong RTI implementation include: high-quality classroom instruction; progress monitoring; and responsive, researched-based interventions (Mellard & Johnson, 2008).

All Partnership schools will be provided professional development and technical support to implement the RtI model, including 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, including students with disabilities, English Learners, Standard English Learners, students designated in GATE, and at-risk populations.

At-Risk Students: The Partnership will continue to work with CRES #18 in order to: secure funding to purchase counseling services in order to provide case management and counseling services to students and their families; work with children's social workers to ensure school stability; expedite and assist with prompt school enrollment and transfer of student records; participate in case-conference, IEP, SST, and other educational meetings; consult and train Local District and school staffs, community agencies, and DCFS social workers; assist in locating District services and community resources available to at-risk students; and engage in research and data collection aimed at improving educational policies and identifying best practices for students living in out-of-home care.

Foster Youth: CRES #18 Elementary School will continue to have access to LAUSD’s Foster Care Unit which enhances the educational results and academic achievement for students living in out-of-home care (e.g., with relative caregivers, foster care, and group homes). As a Partnership school, CRES #18 will have the flexibility to utilize site-based dollars to determine the types of support needed for their at-risk populations. At Markham and Gompers Middle Schools where there are high numbers of foster care youth enrolled, we have been able to work with the school site councils to secure additional supports to coordinate programs and services related to foster care youth, sensitivity training with staff, assign student mentors and assess student performance and achievement.

Homeless Students: CRES #18 will ensure that all school-aged homeless children are entitled to the same free and appropriate public education that is provided to non-homeless students. The Partnership will assist CRES #18 in accessing LAUSD Homeless Education Program supports as well as leverage our relationships with the City of Los Angeles and the County of Los Angeles to ensure that social services are tightly connected to our schools in order to:

- Assist unaccompanied youth with enrollment, school placement and obtaining immunization records;
- Provides school backpacks, school supplies, food services, and assistance with transportation and school clothing as appropriate;
- Provide in-service training and technical assistance to schools and community agencies;
- Provide referrals to health, mental health, dental and other school and community services;
- Ensure parents are informed of their educational rights and are provided with the opportunity to participate in their child's academic career; and

- Increase school staffs' awareness of and sensitivity to homeless families and their plight, and ensure homeless students are not segregated from their non-homeless peers.

Delinquent Youth: Student attendance is a top priority, and the Partnership will work with CRES #18 to ensure that programs and practices are developed to improve attendance in delinquent youth. Each school will be expected to outline their strategy in a written Attendance Improvement Plan. Each plan will include strategies to support training for teachers and classified staff regarding attendance; school-site attendance strategies; support teams for at-risk students, interventions for at-risk students and potential drop-outs and truancy abatement partnerships. It is the principal's responsibility for managing the school's resources to improve school attendance rates.

The Partnership has worked to leverage community-based agencies, law enforcement agencies, as well as the business community to provide direct support to our secondary schools. Results at schools to date include: the tracking and ticketing of students before and during school hours, identifying safe routes through collaboration with the City of Los Angeles' Gang Reduction and Youth Development office, and providing direct services in the areas of mental health and social services through partnerships with non-profits and business agencies.

2d. Accelerated Learning

Under the Partnership's management, CRES #18 will offer accelerated learning opportunities to students in different sub-groups, including English Language Learners, Standard English Learners, GATE students, students with disabilities, and students in poverty.

GATE: The Partnership will help to fund the cost of providing GATE testing for 100% of **all** second grade students at CRES #18. This strategy has dramatically expanded the number of GATE students in our elementary schools. Please see page 12, section 3b for more information.

APEX Learning: The Partnership initially funded APEX licenses for all our elementary schools that had the technical and instructional capacity to effectively implement the program. APEX provides enriching and accelerated learning opportunities for our highest performing students. APEX Learning is a leading provider of digital curriculum and has designed courses in math, reading and writing designed specifically to meet the needs of students reading below basic – or at the equivalent of a third-to-fifth grade comprehension level. Although the program was originally designed for an older audience, the Partnership has implemented APEX at our elementary and middle schools to support students performing at grade level. This enrichment opportunity is **key to supporting recently Reclassified Fluent English Proficient (RFEP)** students who need to maintain proficiency in ELA for three years after reclassifying to not lose their English Learner classification.

2e. Instructional Strategies

The Partnership believes that CRES #18's constituents are ideally situated to determine which high impact instructional strategies to deploy in order to best meet the needs of their particular student population. We have a set of best practices and strategies we recommend for our schools, but ultimately it will be up to the leaders, teachers, and governance teams at CRES #18 to decide which instructional strategies to use. We will then guide schools through implementation and collaboratively monitor execution with leaders and governance teams during their improvement planning process.

An Assistant Superintendent of Instruction and Coordinator of School Improvement will provide intensive on-the-ground support to CRES #18 throughout the school year. These staff members will work with schools to identify key instructional strategies and make revisions as necessary during the school year (see Appendix A-9 for the Partnership's Instructional Support Organization chart). Based on a thorough review of student achievement data and teacher instructional practice, shown below are some examples of the instructional strategies we have recommended and supported at our schools.

Supporting Students with Disabilities: Teachers of students with disabilities will be encouraged to implement the following strategies: heterogeneous cooperative learning groups, assigning every student a study buddy, and integrating bodily kinesthetic activities and the fine arts into lessons to help students grasp concepts. Many SLD students with academic deficits have talents in the arts and areas that involve physical movement and fine motor control.

Teacher Planning and Lesson Design: Research has consistently demonstrated the quality of **teaching is the most critical factor in student learning**, especially for low-income and minority students (Haycock, 2006, 2008). The Partnership will support CRES #18 teachers in planning and implementing high quality lessons covering the requisite state content standards every day. The Partnership supports teacher planning efforts by working with site administrators to modify school schedules to provide as much school time as possible for teachers to plan and work collaboratively with colleagues. See the Professional Culture section on page 21 for more information.

The Partnership will not set a mandatory lesson design format, rather each school and its teachers decide will determine the lesson plan format that best meets their needs, using research-based lesson design models (Wiggins, 2006). We support teachers mixing and matching lesson planning styles as needed, and provide on-going professional development support for each of these approaches. Teachers should choose the style that best supports the type of learning that is going to occur in class on a particular day.

Leaders Supporting Improvement of Teacher Practice: We will teach CRES #18 leaders to approach the improvement of instructional practice in a holistic and comprehensive manner. Having a laser-like focus on instruction means the whole school supports a public and shared focus on improving the quality of instruction. We will use three methods to assess and support students and teachers in the classroom at CRES #18:

1. ***School Instructional Landscaping:*** Landscaping is intended to give leaders, including coaches and coordinators, a lens on the dominant instruction practices present or needed throughout the school. Landscaping typically takes place two to three times per year.
2. ***Daily Classroom Visits:*** Leaders, coaches, and coordinators visit classrooms to monitor the practice of teachers on an individual basis and offer support and written feedback. Principals are expected to be in classrooms three hours every day and the other administrators are also expected to be in classrooms daily. This also includes any formal Stull evaluations called for in the teacher's bargaining contract.
3. ***Instructional Rounds:*** Instructional Rounds helps leaders and teachers collaboratively identify strengths and weaknesses. The instructional rounds model was adapted from the

field of medicine. It embodies a specific set of ideas about how school staff can work together to solve common problems and improve practices.

3 E's and 3 R's: The 3 E's and 3 R's refers to the Partnership's Core Instructional Values:

3 E's:	Expectations	Engagement	Environment
3 R's:	Rigor	Relevance	Relationships

Please see Appendix A-10 for rubrics co-developed with school site teachers defining the 3E's and 3R's. This rubric will help CRES #18 teachers implement the 3 E's and 3 R's for the sole purpose of supporting students in the acquisition of standards and curriculum.

Numeracy: The foundation for improving mathematics performance at CRES #18 will be a curriculum that provides students with a point of access to a variety of skill mastery levels (Leinwand, 2009). Using both the base curriculum and supplementary materials will help to facilitate the incorporation of differentiated instruction. Differentiated instruction includes a variety of strategies incorporating all learning modalities to allow for student access and understanding. The Partnership's approach to improving mathematics instruction focuses on meeting students where they are by incorporating appropriate interventions, while still allowing them to meet the required grade level standards. Utilizing standards and formative/summative data, teachers will be able to make appropriate decisions that will enhance instructional effectiveness.

Blended Literacy Model: We will help CRES #18 implement a Balanced Literacy Framework to complement the LAUSD core English language arts curriculum. This model is designed to help all students learn to read and write effectively. The balance between reading and writing helps students reach grade level status, while allowing students to work at a level that is not frustrating for them (Fountas, 2001; Tompkins, 2003). Students learn to ask questions, make connections with prior knowledge and previously read texts, and ask questions to clarify self-recognized faulty comprehension.

The program will include peer conferences and teacher conferences with students but also emphasize students' independence and allows them to become successful readers outside of the classroom. There are several consistent components but there will be variation on how it is implemented in different classrooms. Some common components include:

<u>Reading Experiences</u>	<u>Writing Experiences</u>
Reading aloud to children	Shared writing - whole class
Shared reading - whole class	Interactive writing - whole class
Guided reading - small group	Writer's Workshop - small group or individual
Independent reading	Independent writing

During the independent reading and writing time, the teacher will engage in student conferences on an individual or group basis. Teachers will also be able to engage in guided instruction with groups of students who need additional support.

Academic Language Development: The Partnership will encourage CRES #18 to embed academic language development into every content area. Academic English is the language of school-based

learning and entails understanding the structure of language and the precise way words and phrases are used, including content-specific vocabulary. More nuanced and de-contextualized than conversational English, academic language development requires a high degree of precision in reading, writing, listening, and speaking. Starting in kindergarten, academic English is taught explicitly during content area instruction, reading instruction, and English language development. Students learn the structure of the language, grammar, how words and phrases are used (Heller, 2004; Marzano 2001, 2003; Tomlinson, 1999; Williams, 2003).

Oral Language Development: Oral language is the foundation of literacy and we will help CRES #18 teachers implement effective strategies to develop oral language skills. Research shows that in order to meet literacy objectives, students must possess a strong oral language foundation. Students need to understand their thoughts can be talked about, written about, and read about. A child's ability to comprehend orally must be developed before a child can comprehend printed material. This instructional strategy will focus on providing a sequential, structured approach for oral language development as a foundation for early reading and writing. At our elementary schools we are piloting Mondo's "Let's Talk About It!" instructional materials and providing teachers with professional development to implement the program. It is essential for low language, at-risk native speakers (SELS) and it is ideal for all ELLs. We anticipate offering a similar program to CRES #18 based on the outcomes of the pilot program.

3. School Culture and Climate

3a. School Culture

The Partnership understands every school has a distinct culture and climate. Our initial work with CRES #18 will be focused on getting to know and understand the school's stakeholders. We do not want to make any assumptions about the needs of the school without actively engaging the constituents, including teachers, parents, and students. We will work with the CRES #18 community to identify the school's top priorities related to shaping the school's culture.

Shared Decision-Making: We will implement a shared decision-making framework at CRES #18, helping to improve the school culture and climate. The Partnership is demonstrating in its schools that shared decision-making, when authentically implemented at a school site, can totally transform the school's culture (Mellard, 2008). The purpose of shared decision-making is to enhance student achievement through improvement of the instructional program and delivery of support services. Shared decision making is based on the premise that employees, students, and the community make better decisions when the people functioning closest to implementation of the potential decision participate in making the decision. See page 30 in the Governance section for more information.

Capturing Kids' Hearts: Capturing Kids' Hearts is a 3-day off-site learning experience that provides tools for staff to build positive, productive, trusting relationships among adults and with students. These processes can transform the classroom and campus environment, paving the way for high performance. In year one, the Partnership funds training for at least 80% of teachers and 50% of classified staff with the Capturing Kids' Hearts (CKH) program. Outcomes for training include learning proven, repeatable skills that help:

- Develop safe, trusting, self-managing classrooms
- Improve classroom attendance by building students' motivation and helping them take responsibility for their actions and performance

- Decrease delinquent behaviors such as disruptive outbursts, violent acts, drug use and other risky behavior
- Utilize the EXCEL Model™ and reinforce the role of emotional intelligence in teaching
- Develop students' empathy for diverse cultures and backgrounds

Family and Community Engagement: As mentioned previously, we will support CRES #18 to bring parents and community organizations into the schools, which has been found to improve student achievement (Epstein, 2002). Schools with active and authentic parent and community engagement have an open and welcoming culture. For more information about Family and Community Engagement please see page 26.

Uniforms: We will help CRES #18 implement a comprehensive uniform program, similar to the other Partnership elementary schools. Our team's experience and formal research demonstrates that school uniforms promote efficacious school environments that reduce peer pressure and competition, improve safety, increase school pride, help everyone focus on learning, assist with reducing discipline problems, and can be more economical clothing options for parents. The Partnership will provide significant technical and financial resources to schools in developing and implementing their uniform policies. See attached sample uniform policy in Appendix A-11.

Attendance, Discipline and Changed Environments: We will help CRES #18 implement a rigorous attendance policy and discipline plan. Our other elementary schools have seen staff attendance increase an average of 2.4% in 2008-09 over the previous year. Our elementary schools' average student attendance was 95% in 2008-09. This is strong, but in their efforts to continuously improve, our schools have set an attendance goal of 96% for the 2009-10 school year.

Evidence that our discipline strategies are working and will work for CRES #18 include:

- As of December 2009, all Partnership schools have reduced their year-to-date suspension rate by 45% compared December 2008.
- After our first year, our elementary schools had a 50% decline in the student suspension rate.
- 90% of our elementary school parents report feeling welcome on their child's campus.
- 92% of parents report that there are plenty of opportunities for parent involvement at their son or daughter's school.
- Uniform compliance at each of our middle schools is well over 95%.

3b. College and Career Readiness

GATE: The Partnership will focus on expanding GATE participation at CRES #18. This initiative supports the development of a college-going culture by creating more opportunities for students to be exposed to GATE strategies in clustered classrooms. Clustered classrooms expose GATE students, as well as their non-GATE peers, to:

- Differentiated curriculum and instruction that is accelerated to meet the intellectual needs of GATE students;
- Using Bloom's Taxonomy ensures depth and complexity, compacting, acceleration, tiered assignments, and independent contracts;
- Setting high expectations for students GATE classrooms to meet and exceed state content standards;

- Providing flexible grouping within the classroom or between classrooms to provide large and small collaborative learning opportunities with peers and with other students based on interests or abilities; and
- Providing opportunities for independent study.

Career Days: As a Partnership school, CRES #18 will host a career day event to expose students to engaging speakers who tell them about a variety of rewarding and successful careers. For instance, Mayor Antonio Villaraigosa and LAPD Police Chief Bratton were speakers at 99th Street and Figueroa Elementary schools' career days during the 2008-09 school year.

College is Attainable: College banners will be hung strategically throughout the campus. Teachers will be encouraged to talk to students about the attainability of attending college and to incorporate the idea college enrollment into their lessons. College students will be available as mentors and tutors, both within the day and in after-school programs such as LA's Best.

University and Community College Partnerships: The Partnership has worked diligently over the last year to cultivate and develop some key relationships with local universities and community colleges. The Partnership has a strategic alliance and is about to sign a formal Memorandum of Understanding with UCLA Center X, a department within the Graduate School of Education and Information Sciences. Center X provides a host of services to Partnership schools. A few of the supports provided by Center X include: Instructional Coaches, direct support for teachers seeking their Administrative Credential, National Board Certification Cohort and cost subsidy for Partnership teachers, and content and pedagogical training via the Partnership's annual Summer Institutes.

Promotion Policy: The Partnership implements the LAUSD promotion/retention policy. We will work with CRES #18 staff to implement the current policy with fidelity.

3c. School Calendar/Schedule

Partnership schools follow the LAUSD school calendar. We will maintain the current schedule of CRES #18 Elementary School, unless there is a consensus among the staff that the school schedule should be changed to better meet the needs of the students. Possible changes to the schedule may include, but are not limited to: implementing a block schedule; modifying the bell schedule; increasing the number of instructional minutes to 'bank' time for professional development; and/or add additional class periods to accommodate increased intervention, acceleration, or elective course offerings. A decision to change a school schedule requires planning and timely notification to families, so the soonest we would implement a schedule change would be for the 2011-12 school year. Increases to the school year, such as Saturday or summer school, or also possibilities, should the budget permit.

3d. Extracurricular Activities

Under the Partnership's MOU with the district, CRES #18 students will be able to continue participating in all existing LAUSD athletic and extracurricular activities, as well as newly funded and created programs and projects developed solely for Partnership schools. Examples of these additional Partnership instigated extracurricular activities have included field trips, a film production competition, a collaboration with the YMCA to provide after school sports and tutoring programs for students at Markham Middle School, and others. Through relationships with private sector entities as well as the Mayor's **Office of Education, Youth and Families (EYF)**, the

Partnership has been able to develop myriad extracurricular activities tailored to the needs and interests of students. For further information regarding specific programming provided by the Mayor's EYF, please see Appendix A-12.

3e. Student Discipline/Safe & Clean Campus

Student and staff safety is a priority at all Partnership schools. We work closely with LAUSD's local district operations coordinators and central office staff to ensure that we coordinate on all areas of school safety so that CRES #18 students are safe.

On-campus Safety: We devote extensive attention so that all students are safe on campus. At the other Partnership schools, we completed a campus security and safety needs assessment with a consultant, who identified high impact safety and security policy revisions that schools were able to implement. Out of these recommendations, we provided all campus supervision aides with uniforms, altered supervision schedules and responsibilities, and differentiated lunch and nutrition break schedules.

Off-campus Safety: We recognize the important link between students' off-campus experiences with how easily they can learn in school and are committed to improving students' safe passage to and from school. We will actively facilitate and participate in community collaboratives that focus on safe passage at CRES #18. We have close relationships with the City of Los Angeles Gang Reduction team, which will provide gang prevention and intervention support at CRES #18. We also have close relationships with the Los Angeles School Police Department (LAPSD) and the Los Angeles Police Department (LAPD).

Transportation Safety: One key element of off-campus safety is to ensure that all students are safe from traffic accidents or other transportation vehicles such as cars, buses and Metrolink lines. We will minimize the transportation hazards that many CRES #18 students face on their way to and from school through collaborative efforts with the City of Los Angeles. At CRES #18, we will implement the Safety Valet program, a successful program that we have already implemented at our other elementary schools.

School Cleanliness: The Partnership has the highest standards and expectations for cleanliness of school sites. Additional details on these innovations are included in Section 12 as part of our discussion on facilities improvements.

Discipline: We will work with CRES #18 staff to assess the level of support they need in the area of student discipline. For instance, we worked extensively with Figueroa Elementary staff and parents to revise the student discipline policy and process during our Transition planning process in the summer of 2008. Our schools also implement the district's Discipline Foundation Policy: School wide Positive Behavior Support, as outlined in LAUSD Bulletin 3638.0, issued on March 27, 2007. Policy and Plan are attached in Appendix A-13. We supplement these policies with additional supports and investments.

3f. Health Mandates & the Needs of 504/IEP Students

No child will be denied a 504 Plan at CRES #18. Teachers will be apprised of the rights of students who have a 504 plan and their responsibilities through written correspondence prior to the first day of class and will attend all 504 Plan meetings. One issue that will be noted in the written correspondence is excused absences for students who have a 504 Plan. Because many students with a 504 Plan have a chronic health condition, such as sickle cell anemia, this may cause the student to

have excessive absences throughout the school year. Teachers will be encouraged to show empathy and to collaborate with the student and parent, so that the academic needs of the student are met.

3g. Nutrition

During our start-up phase with CRES #18, we will develop the school's nutrition and lunch schedules to ensure there is enough time for **all** students to receive and eat their snacks and lunch. Partnership schools will utilize the LAUSD Food Services Department to provide breakfast and lunch to our students. We have no plans to seek outside vendors/options for meeting the nutritional needs of students.

4. Assessments and School Data

4a. Educational Goals and Metrics

The goals and metrics are collaboratively developed with the school's leaders and teachers. Having said that, at a minimum the Partnership expects that proficiency levels for CST in core subjects will grow between 3 and 5% in the first year we work with the school. In years two through five of the transformation, after considerable systems and culture realignment work with staff, we expect an accelerated growth rate in proficiency levels of at least 5% to 10% per year. For CRES #18 Elementary School, the growth trajectory is shown in the accountability matrix (see Appendix A-14). The Partnership also will work CRES #18 regularly to analyze other metrics that are leading indicators of academic success including, semester grades, attendance, re-designation rates, and suspensions. The Partnership strongly believes that schools must be held accountable for student achievement results.

4b. Student Assessment Plan

CRES #18 Elementary School will participate in the California Standardized Testing and Reporting (STAR) Program, which includes the California Standards Test in English Language Arts, Mathematics, Science, and History-Social Science. Partnership schools also follow the district assessment windows for the California English Language Development Test, the Standards-Based Test in Spanish, and the California Physical Fitness Test. For more detailed information see Appendix A-15 for 2009-10 LAUSD Assessment Calendar.

We also recommend the use of periodic assessments or other site-developed formative assessment systems that are aligned to the State content standards to give teachers and staff timely data on student progress towards meeting the standards. The Partnership's Periodic Assessment waiver process is described in Appendix A-16. These data will allow schools to adjust instructional practices, school-wide programs, and professional development, to meet the needs of students. Lastly, we recommend the use of authentic, teacher-developed performance assessments, such as projects, experiments, open-ended assessment, essays, and multi-media projects, to gauge the progress of students in higher order critical thinking. Through the use of all of the assessment systems described above Partnership will support schools in the use of multiple assessment systems, frequent data analysis, and meaningful teacher reflection and collaborative planning around the data.

4c. Data/Instructional Team

The Partnership will undertake a comprehensive and purposeful approach in assisting leaders and teachers at CRES #18 in the use of data that informs the practice of individual teachers and efforts to transform the school (Schmoker, 2006; White, 2005). The Partnership trains school stakeholders

so they are able to work individually and collectively to examine outcomes-based achievement data, formative assessment measures of student performance, students' work products, *and use their findings* to develop strategies for improvement based on these data.

With the guidance of Partnership professionals, teachers and leaders are expected to implement a step-by-step data analysis protocol. The data analysis protocol is a systems approach to school improvement, which uses in-depth analysis of (1) student achievement analysis; (2) current instructional practice; and (3) school-wide governance structures.

The protocol will provide CRES #18 staff with a coherent method of gathering and analyzing multiple sources of school data to improve the instructional program through the use of responsive, student-centered, data-driven instructional decisions. Desired outcomes of the protocol include:

- The development of grade-level, department-wide, subgroup, and school-wide instructional goals using student achievement data, analysis of instructional practice, and analysis of school-wide systems;
- The identification of effective, research-based instructional strategies and corresponding professional development needs of the school;
- The development and/or modification of school-wide policies, procedures, and practices that support the instructional goals of the school; and
- Improvement of instructional practices through on-going analysis of benchmark and embedded assessment analysis, which are explicitly tied to professional development and measured within the context of progress toward meeting the instructional goals.

MyData, Core K12, and SOAR are the main LAUSD systems CRES #18's leaders and teachers will use to analyze information about students' mastery of core content and learning strengths and weaknesses. These systems help teachers gain understanding through analysis and guide their lesson and instructional planning.

4d. Data Systems

One of the many benefits for Partnership schools is continued access to the best of what the district offers while also having major latitude to make local decisions for improvement at their school. CRES #18 will continue to utilize district data systems. The school will use ESIS, ISIS, SOAR, CORE K12, and MyData systems for data analysis, attendance, grade reporting, periodic assessments, and enrollment. All of our schools utilize Welligent for Special Education Plan development and tracking. Use of Welligent ensures that our schools are in compliance with the Modified Consent Decree.

4e. LAUSD School Report Cards

The Partnership was a driving force behind the creation, development, and deployment of the LAUSD School Report Cards. CRES #18 will continue to use LAUSD data systems and surveys to ensure that LAUSD has the necessary data available to generate a School Report Card for CRES #18. We have made it a priority to train parents to read and interpret their student's school report card. Teachers also link the report card findings to strategies parents can utilize at home to support the academic achievement of their child.

4f. Research and Evaluation

Through surveys, consultant research, and testing, the Partnership has a concerted approach to evaluate the effectiveness of its initiatives. Further, we are always willing to participate in any district sponsored/funded research and evaluation of our school programs. Finally, as an active participant in the iDesign Division, we actively share best practices that we develop with other LAUSD schools.

4g. Operational Goals and Metrics

As described further in Sections 10, 11, and 13 below, LAUSD provides the majority of operational services and we work collaboratively with LAUSD and the iDesign division to improve these services in other areas. As part of our collaborative effort on operations, we track key operational goals and metrics for each Partnership school.

Appendix A-17 contains our proposed operational goals and metrics. We believe in developing goals collaboratively with school sites. Therefore, the attached goals are proposed and we expect to finalize these goals after we start working with CRES #18. We track our goals and metrics using a data from the Partnership and LAUSD. Our highly collaborative relationship with LAUSD makes this dual tracking system feasible.

Working with the Partnership, CRES #18 will meet all accountabilities laid out in No Child Left Behind (NCLB). See Appendix A-18 for a list of some operational goals enumerated in NCLB (please note that this list is not exhaustive but is intended to represent major areas and changes in the NCLB legislation). We will use LAUSD data systems to make sure CRES #18 tracks these accountabilities.

Finally, we will work with LAUSD to track and meet the indicators listed in the Modified Consent Decree (MCD) for CRES #18. See Appendix A-19 for a list of the Outcomes listed in the Modified Consent Decree and see section 7 on page 23 for a discussion on students with disabilities. Similar to NCLB we will use LAUSD data systems to track and meet these outcomes.

5. Professional Development Program

5a. Professional Development

Administrator Professional Development: As mentioned previously, Leadership Development is one of the Partnership's key change levers and a cornerstone of our transformation model. The Partnership believes transformational school leaders must have unique characteristics and skill sets to accelerate student performance. The Partnership's principal leadership program is centered on developing principals who are: **Instructional Leaders; Leaders through Influence (rather than Mandate); Innovators; and Entrepreneurs of their Enterprises.**

The Partnership team will invest significant time and resources into the development of the CRES #18 principal and assistant principals. In accordance with the research literature on leadership, we will work closely with administrators to ensure that the leadership team has: high expectations for students and teachers; knowledge of exemplary classroom instructional practices; distributed management capabilities; the ability to support teachers and lead a quality professional development program; and strong expertise in using data to improve instruction (Chenoweth, 2009; Ellison, 2006; Marzano, 2005; Sparks, 2004).

The Partnership will provide professional development to CRES #18's principal and assistant principals through monthly leadership conferences, on-site coaching, and facilitating site visits to other high performing schools. The Partnership's Superintendent of Instruction and Assistant Superintendents of Instruction are the primary personnel engaged in the professional development of administrators. All of these individuals have turned around low performing schools in their careers. Nationally recognized practitioners, including education consultants and superintendents are brought in to many of the monthly leadership conferences to supplement that work of the Partnership's instructional team.

The monthly leadership conferences are centered primarily on instruction. They help administrators develop their skills as instructional leaders. Key areas emphasized in conferences include:

- Empower and engage school communities: Help administrators become true distributed leaders and teach administrators to lead teachers, parents, students and others to develop a vision for their school and make that vision a reality.
- Drive the improvement of teacher practice: Develop administrators' skills in encouraging modifications to teacher's instructional approaches, ensuring enough materials are available to meet teachers' and students' instructional needs, allocating resources and materials, and providing ongoing classroom visitations.
- Support instructional efforts: Teach administrators to communicate directly and frequently with teachers about improving instruction and supporting students. Help principals discuss academic issues with staff, and promote teachers' instructional efforts.
- Utilize Data to Improve Instruction: Guide principals in using student data to inform and improve instructional practices. Help principals use data regularly to analyze trends in student performance, more effectively collaborate with teachers, assess and adjust the curriculum, identify and replicate strong instructional practices, and maximize instructional effectiveness.

On-site coaching by Assistant Superintendents, particularly in the early years of a transformation, is the most important component of our principal development program. The Assistant Superintendents work with principals directly to put the ideas learned in the monthly conferences into practice. An Assistant Superintendent will be on the CRES #18 campus about 1 day a week and will be supported by a Coordinator of School Improvement. Over the course of the first year of the transformation, the Assistant Superintendent and the Coordinator of School Improvement will provide side by side executive coaching, mentoring and support to school leaders. They will provide approximately **500-900 hours of on-site support** for CRES #18's administration. See Appendix A-9 for the Instructional Support organization chart.

The Partnership will support study trips for CRES #18 administrators and lead teachers to study and observe high quality schools serving similar school populations. The Partnership believes it is essential that school leaders regularly see the practices of comparable schools in order to improve their own skills. In the 2009-2010 school year, administrators and key teacher leaders from Partnership schools visited multiple high-performing schools in the New York City Public Schools and San Diego Unified School District.

On a daily basis, the Partnership requires its principals to visit classrooms three hours per day for instructional purposes. At our monthly leadership conferences, they are provided with the necessary

training, skills, and tools to conduct their visitations. This expectation is monitored on a regular basis by the Partnership's senior level administrators and through feedback via the Principal's Mid-Year and Year-End Performance Rubric. The Partnership also facilitates various forums for all stakeholders to provide feedback on administrators and school related issues. These forums include town hall meetings with teachers, parents and students; lunch focus groups for staff; and regular surveys.

Given the importance of the principal position in the transformation of schools, the Partnership pays its principals on an A-basis and extends the principal work year from 218 to 249 days. Having additional paid time to lead their school allows our leaders to be more innovative, entrepreneurial, and focused on strengthening their school's instructional program.

Professional Development for Classroom Teachers: The Partnership believes that effective teachers are the most important factor at a school in the achievement of students. The Partnership is committed to working with the CRES #18 staff to create a true professional learning community that is primarily site based, highly collaborative, and ensures teachers have uninterrupted time to focus on professional learning, lesson planning, and trying new instructional practices (Heller, 2004; Marzano 2001, 2003; Tomlinson, 1999; Williams, 2003). The Partnership's Assistant Superintendent of Instruction and Coordinator of School Improvement will work closely with CRES #18's administration and teachers to enhance the professional development program at CRES #18. Below are several strategies related to professional development that will be implemented in collaboration with the team at CRES #18. Final decisions related to the content and delivery of professional development sit with the CRES #18 school site but prioritizing professional development on the campus is a non-negotiable with the Partnership.

- Collaborative Planning and Delivery for Banked Time: The Partnership will build the capacity of the team at CRES #18 to improve its use of banked time with focus in the following areas: planning banked time collaboratively and in advance; leveraging expertise of school site staff (administrators, coaches, teachers, etc.) to deliver professional development; and evaluating professional developments delivered to enable continual improvement.
- Strong Content Coaches in the Classroom: Content coaches are an essential component to building a collaborative culture at schools and the Partnership recommends that CRES #18 have a coach for each core content area (Ellison, 2003). The Partnership will provide training to CRES #18's content coaches to improve their instructional expertise and their ability to support teachers. Coaches will be expected to be in classrooms for at least 75% of their time each week and all of their work should be centered on improving instruction. Coaches will also be expected to play a prominent role in planning and delivering professional development.
- Instructional Rounds: The Partnership will introduce and implement the **Instructional Rounds Process** at CRES #18. The instructional rounds process is an explicit practice that is designed to bring discussions of instruction directly into the process of school improvement (City, 2008). Instructional rounds involve a set of protocols and processes for observing, analyzing, discussing, and understanding instruction that can be used to improve student learning to scale. Administrators, teacher leaders, and support staff participate

collaboratively in this process. The Partnership provides training and tools on instructional rounds, participates in early instructional rounds and holds schools accountable for effectively implementing instructional rounds.

- Instructional Landscaping: CRES #18's administration will be expected to landscape all of the classrooms on campus three times a year. Landscaping consists of observing all classrooms in order to identify instructional trends across the campus and to gather data to inform professional development and classroom visitation schedules. The Partnership will provide the CRES #18 staff with training and tools for instructional landscaping.
- Highlighting Quality Instruction: The Partnership will analyze student achievement data with the CRES #18 administrative team to identify the teachers at CRES #18 that are making the greatest student achievement gains. These teachers will be asked to be role models, mentor teachers, and "positive deviants" in the school in order to accelerate the instructional improvement of their colleagues (Sparks, 2004).
- Common Planning Time: The Partnership will work with CRES #18 to adjust the master schedule as necessary to allow for common prep periods for teachers to lesson plan collaboratively, and develop, learn, and implement new curriculum (Dufour, 1998).
- Universities Supporting Professional Development: The Partnership collaborates with UCLA's Center X to work directly on campus with groups of teachers and students to develop and refine teaching strategies. Coaches from Center X are available to come to CRES #18 to provide supports and CRES #18 staff will have access to other services offered by Center X in its relationship with the Partnership.
- Summer Institute and Weekend Conferences: The Partnership offers a two-week summer institute in conjunction with UCLA's Center X, to deepen teacher's understanding of subject matter content, provide schools teams with time and space to plan, and provide teachers access to colleagues across the broader Partnership teacher community. The Summer Institute is voluntary and teachers are compensated for their attendance. The Partnership also periodically offers mini-conferences on weekends where best in class practitioners are brought in to share new strategies with teachers.
- Additional Release Time: The Partnership believes in providing additional release time to teachers to allow teachers to collaborate with each other by grade levels and/or content areas for extended periods of time during the school day. The Partnership also recommends that teachers use release time and prep periods to observe each others' classes. The Assistant Superintendents of Instruction will work with CRES #18's leadership team to ensure that the necessary resources are allocated in the budget and a system is put in place to allow for release time without dramatically impacting instruction in the classroom.
- Facilitate Best Practice Visits: The Partnership will connect CRES #18 with high performing elementary schools that serve similar student populations so that teachers can observe and learn from the work of their peers at other schools.

5b. Teacher Orientation

The Partnership will work with CRES #18 to ensure that a robust induction program for new and existing teachers is in place. Given that every school is unique, the induction program will be a blend of unique site based programs and supports from the Partnership and LAUSD. The Partnership highly recommends all new teachers attend both weeks of the Summer Institute. The Partnership tailors portions of the Summer Institute to meet the needs of new teachers. This provides the teachers with two weeks of development before starting the school year. During the year, new teachers can attend Capturing Kids Heart training and are also offered weekend professional development opportunities through the Partnership's mini-conferences.

If it doesn't already have one, the Partnership will work with CRES #18 to implement a new teacher mentor program on campus whereby new teachers are paired with mentor teachers to help them integrate into the culture at CRES #18 and also to help provide additional instructional support. The Partnership will also ensure the administration at CRES #18 spend a disproportionate amount of time in new teacher's classrooms to ensure new teachers get the support they need in their first year of instruction. LAUSD will continue to be the BTSA provider for CRES #18, per the current relationship between LAUSD and the Partnership.

5c. Professional Development Calendar

Each September, the school leadership team (including the principal, lead teachers, and coaches) develop the final professional development calendar for the year, based on prior year California Standards Test (CST) results and the needs of students actually enrolled at the school. We believe that professional development should be site-specific and based on the particular needs of students and teachers. Within the regular school year, a typical teacher at CRES #18 may have approximately 150 hours of site-based professional development. If a teacher takes advantage of the optional professional development opportunities offered by the Partnership on weekends and summer break, then they could receive up to an estimated additional 65 hours of professional development. Teachers have other opportunities for PD such as Capturing Kid's Hearts, Intervention and Acceleration Teams, MyData/Core K12 training, and Best Practice Study Trips/Peer Observations. This can add an additional 80 hours of development for staff per year. See sample professional development calendar in Appendix A-20.

5d. Program Evaluation

We will work with the CRES #18 staff to ensure they are consistently evaluating their professional development program and will recommend that they use feedback surveys after each professional development session. In addition to this, the Partnership will provide support in the following two ways: First, we will complete a mid-year and end-of-year evaluation of professional development by surveying all teachers (see attached sample Evaluation of Professional Development Survey in Appendix A-21). Second, we will measure the effectiveness of our professional development by analyzing student achievement data on an annual basis. For instance, if we have a school site that is focusing on improving the Reading Comprehension of students, we will compare benchmark and summative assessment data to determine if students are improving their reading comprehension skills. We also examine this data disaggregated by ethnicity and language proficiency to ensure that we are addressing the needs of all learners. See sample strand analysis in Appendix A-22.

6. Professional Culture

The Partnership for Los Angeles Schools will establish a collaborative professional culture at CRES #18 that is conducive to improving teaching and learning. As shared decision-making and governance is one of our core beliefs, all staff members will have the opportunity to participate in a collaborative process to ensure that new ideas, initiatives, and decisions are in the best interest of the total school program. We also recognize the importance of having all adults in a school community model behavior of high expectations for students. We will work with all of CRES #18's school site staff to discuss what represents excellence in their given area of work. For example, we might work with the buildings and grounds workers at CRES #18 around their work standards and expectations. This helps them become more effective in their own work as well as model behaviors for the students in the school.

6a. Professional Culture: Teacher Collaboration and Collegiality

The Partnership focuses on three overarching strategies to develop teachers:

1. Improving teacher practice via collaborative professional development;
2. Equipping and training teachers using Adaptive Schools Strategies; and
3. Offering 'Capturing Kids Hearts' and 'Student Voices' training to support staff to set the right tone and atmosphere; in order to develop and sustain caring relationships with students and colleagues.

A collaborative professional culture is developed through: grade-level/content area team meetings; the School Leadership Council (SLC) composed of representatives from each grade level, content coaches, the principal, and Partnership technical support (Assistant Superintendent or Coordinator of School Improvement); and all-school faculty meetings. With a more focused approach, teachers' attitudes will continue to improve and there will be gains in student achievement.

The heart of the professional culture lies in the work of grade-level/content teams, which meet 3-6 hours a month to solve what teachers agree are their students' most significant learning problems. These teams receive support from the principal, Partnership Coordinators of School Improvement, and members of the School Leadership Committee.

The whole faculty also discusses progress in regular meetings, using time that was previously devoted to school operations. The mechanisms for increased student gains hinge on teachers planning better lessons, being more aware of students' needs, and using more effective instructional practices in their classrooms. Some hallmarks of attaining and maintaining a collaborative professional culture are:

1. **Grade-Level/Content Area Teams:** Teams consist of 3-10 teachers who teach the same subject or course to students at the same grade level.
2. **Clear Goals:** Successful teams will set and share goals that are immediately applicable to their classrooms. Without such goals, teams will drift toward superficial discussions and truncated efforts to test alternative instruction.
3. **Trained Peer-Facilitators:** Skillful facilitation is vital to sustaining teams to the point where they begin showing results. Peer leadership is preferable to administrators leading meetings. Peer-facilitators are uniquely positioned to model 'a leap of faith,' and to frame the work as an investigation, help the group 'stick with it,' and guide protocol use as a full participant in the inquiry process.

4. Inquiry-focused Protocols: Teams will follow these basic steps: identify appropriate and worthwhile student learning goals; find or develop appropriate means to assess student progress; bring to the table expertise from colleagues and others to accomplish the goals; plan, prepare, and deliver lessons; use evidence from classrooms to evaluate results; and reflect on the process to decide what to do next. This structured approach will increase teachers' focus on cause-effect planning.
5. Stable Settings: Teams will need to stick with the protocol long enough to see and attribute improved student learning to their teaching. Teachers will not have to worry about multiple, uncoordinated reform initiatives hitting the school.

We believe CRES #18 will have the following change elements securely embedded in their culture by the end of year two working under the Partnership's guidance: common student learning goals; meaningful formative assessments and indicators of student progress; facilitation and support for grade-level teams; and distributed leadership that supports and pressures goal attainment.

6b. Evaluation

Principal Evaluation: Having a great school leader at CRES # 18 will be one of the most important factors to improve student achievement. Our evaluation process builds on current LAUSD tools, is consistent with the AALA collective bargaining agreement, and provides additional details that enable effective development of principals. Our enhancements include the following components:

- *Self-reflection rubric.* We have developed a self-reflection rubric that contains key competencies that we look for in our principals. We will use this rubric to promote the CRES #18 principal's self-reflection and provide clear and on-going feedback. Two key enhancements of our rubric over the current LAUSD evaluation tool for principals are a stronger focus on instructional leadership and the ability to rate principals on a continuum of performance. Please see Attachment A-23 for a copy of this rubric.
- *Reviews over the year.* We will provide the CRES #18 principal a mid-year and end-of-year review using the rubric as the foundation. We also will provide the CRES #18 principal on-going and informal feedback regularly over the course of the year.
- *Areas of focus.* At the end of each year, we provide our principals with intensive feedback and articulated goals for the following school year. These "areas of focus" stem from the feedback and reviews over the course of the school year and provide the foundation for the principal's development goals and summer planning for the fall.

Teacher Evaluation: Regarding teacher evaluations, CRES #18 will utilize the LAUSD system and protocols for the formal evaluation of all its teachers. However, we ensure that the principal also provides on-going feedback to all of our teachers over the course of the year. There are many mechanisms for providing this feedback, which were described earlier in this document, including instructional rounds, informal observations, teacher professional development sessions, etc. If a teacher is struggling, the Partnership will support the school in providing assistance and guidance to ensure that every teacher performs at his or her potential. At CRES #18, every teacher will feel supported by our team and their school's administrative team as teachers refine and develop their practice.

6c. Feedback

The Partnership surveys teachers bi-annually about their satisfaction with the services provided by the Partnership (see Appendix A-24). In addition, we utilize the results from the LAUSD Teacher Stakeholder Survey, which the district administers annually for the purpose of populating the LAUSD School Report Card. We also have an open door policy for teachers and other school site staff to address school site concerns by working with the Partnership's leadership.

The Partnership strives to build collegial and efficacious cultures at our schools. We take teacher concerns very seriously and attempt to resolve issues in a timely and proactive manner. As a result of feedback from teachers working in Partnership schools during the 2008-09 school year, we have implemented regularly scheduled teacher-only focus groups and feedback sessions for the 2009-10 school year. The purpose of these sessions is for Partnership senior leaders to hear feedback so they better meet the needs of the staff.

7. Serving Specialized Populations

7.a. Specialized Instruction

We believe that providing high quality instruction to all students is essential to close racial and programmatic achievement gaps between and among sub-groups of students; rapidly accelerate achievement among consistently underperforming individual and/or racial and programmatic sub-groups; and improve overall school performance. **We strive to meet the needs of all students by implementing the “Response to Intervention” (RtI) model.** RTI is a process of instruction, assessment, and intervention that allows schools to identify struggling students early, provide appropriate instructional interventions, and increase the likelihood students will be successful in their current placement. Elements of a strong RtI implementation include: high –quality classroom instruction; progress monitoring; and responsive, researched-based interventions (Mellard, 2008). All Partnership schools will be 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.

7.a.i Special Education: CRES #18 Elementary School will continue to follow the process and protocols required to meet Federal, State and District guidelines and will utilize the LAUSD Special Education Policies and Procedures Manual to ensure compliance with such policies and procedures. The Partnership's MOU with LAUSD defines that all Partnership schools will continue to use LAUSD's services for special education. The Partnership will work closely with LAUSD to ensure that all special education students' needs are met at CRES #18.

Procedures and processes that CRES #18, working with the Partnership, will adhere to include:

- Distribution of information about the availability of and information on special education and related services
- Identification of children who have or are suspected of having a disability and needing special education and related services.
- Referring students for special education assessment
- Servicing students upon enrolment in school
- Conducting initial assessments

- Developing the student assessment plan
- Completing the special education assessment plan utilizing the Welligent Individualized Education Program (IEP) System
- Ensuring all paperwork is accurate and timely
- Process determining if reassessment is warranted
- Process and protocols to support Individualized Education Program (IEP) meetings
- Resolving disagreements over what is appropriate for the student or on matters of compliance

LAUSD's special education unit will continue to work with CRES #18 site administrators to ensure compliance with all policies and procedures regarding the education of students with disabilities. This includes ensuring that staff has the appropriate knowledge, support, and resources to practice that are consistent with District policies and procedures. The Partnership can provide additional support as needed.

To assess compliance across the District, CRES #18 will, as well as all other LAUSD schools are required to complete the *School Self Review Checklist, Students with Disabilities*. A copy of the Checklist can be found on the Division of Special Education website at <http://sped.lausd.net>. To support school compliance, the District makes available a supplement to the school budget. A copy of the Memorandum on *Special Allocation for Support of School Compliance* can be found on the Division of Special Education website at <http://sped.lausd.net>.

7.a.ii. Students with Disabilities: CRES #18 Elementary School will continue to have access to the resources and technical assistance provided by LAUSD Division of Special Education for eligible students. LAUSD offers CRES #18 support in the area of autism, deaf and hard of hearing, inclusion, and the visually impaired. CRES #18 will also have access to related services in the areas of adaptive Physical Education, assertive technology program, audiological services, physical therapy, speech and language, and transition service. Additionally, the Partnership will continue to support CRES #18's efforts to meet the needs of students with disabilities to the maximum extent appropriate to ensure that the special education program will adhere to all applicable Federal, State and District guidelines.

As an LAUSD school, CRES #18 will have access to a range of options and services that can be support students both within the general education program and outside of the general education program. Support within the general program may include resources to support creating accommodations, curriculum modifications, co-planning, integrated classroom support, co-teaching, inclusion, inclusion with resource specialist, inclusion with adaptive/instructional services, special day program, and itinerant support services. Support outside of the general program would include itinerant support services outside of the general education classroom, special education pullout, learning centers, and/or special day program for the majority of the day. When no appropriate public education is available, CRES #18 will work together with LAUSD's Special Education Division with students and their families to determine possible placement in a non-public school under contract with the District.

Currently the placement of all students in Partnership secondary schools is done through their Individualized Education Program (IEP). These students also have access to a highly qualified site-based Resource Specialist. In addition, the Resource Specialist collaborates and consults with staff and regular classroom teachers to ensure student placements are in the least restrictive environments possible. Lastly, a part-time APEIS monitors all aspects of the special education program at their

school to ensure that all provisions of the Modified Consent Decree. The Partnership will serve as a resource to CRES #18 and facilitate communication between the school and LAUSD, train and retain highly qualified teachers and provide additional resources when appropriate or requested by the school in order to meet the needs of their special education population. Students with disabilities comprise slightly more than 10% of our total current student population and creating schools that are inclusive and accepting of individuals with disabilities is a key part of creating academic and person success for all students.

7.a.iii. Extended School Year: We would like to provide extended year learning opportunities, but our ability to do that will depend on the district's available funding since Partnership Special Education monies are provided by LAUSD.

7.a.iv. English Language Learner (ELL) and Standard English Learner (SEL) Students: The Partnership ensures that schools implement a research-based approach to supporting English Language Learners (ELLs) and Standard English Learners (SELs) by providing professional development; instructional coaching and feedback; teacher-led collaborative planning using the Lesson Study and Instructional Rounds models; and student progress monitoring. The Partnership recommends the implementation of two instructional strategies to improve the performance of ELLs and SELs, which are: Sheltered Instruction Observation Protocol (SIOP) and Academic Language Development (Dutro, 2002, Echevarria, 2006, Gibbons, 2002).

SIOP was developed to provide teachers with a well-articulated, practical model of sheltered instruction. Critical features of high quality instruction for ELLs are embedded within the SIOP Model, including the use of academic language, language-rich instruction, oral language development, and high-quality curricular materials and supports.

Academic language is the language of school-based learning and entails understanding the structure of language and the precise way that words and phrases are used, including content-specific vocabulary. More nuanced and de-contextualized than conversational English, it requires a high degree of precision in reading, writing, listening, and speaking. Academic Language development supports both ELLs and SELs because it supports all underprepared students when they take on the rigorous level of curriculum and instruction that students encounter in college. Academic English should be explicitly taught throughout the day — during content area instruction, reading instruction, and English language development.

7.b. At-risk Students

We will offer intervention classes and enrichment clubs to meet the academic needs of all of CRES #18 students. **School staff will use the prior year CST data in core academic areas (if applicable), program exams, and/or periodic assessment data to identify the appropriate intervention and enrichment activity for each student.** CRES #18's leadership will approach the academic needs of our students progressively and aggressively, guaranteeing that each student is assigned to classes and/or clubs that are aligned to specific deficit areas indicated by state assessment and benchmark data results. Every child will receive a student academic menu, outlining areas of proficiency for further growth and areas where academic support is needed.

Interventions and Acceleration: The RtI intervention model gives our schools a framework for acceleration without mandating that all schools implement the same intervention program. School Intervention Teams have autonomy on how interventions will be designed and what instructional

practices will be targeted using the RTI framework and assessment data as a way to design targeted intervention and acceleration programs. Tier III of the RtI framework is the level of intervention that supports the school's neediest students, including students with behavior and emotional issues and truancy. **These students are identified through the Student Study Team process.** The Student Study Team composition includes school support staff such as the psychiatric social worker, nurse, APEIS, Resource Specialist, and other staff. The SST meets regularly to manage on-going student cases and to review referrals from classroom teachers. RtI Tier III support is an effective way to ensure a network of adults supports high-need students.

Intervention Team Structures: Intervention/Enrichment Teams are a body of teacher leaders who are fully involved and responsible for carrying out the intervention process. School intervention teams have the flexibility to develop an intervention program that best meets the needs of their underperforming students. The development of an intervention model must be based on the needs of students and available resources (human and financial), and meet the following criteria:

- Each of the targeted AYP subgroups are appropriately identified for extended day services and have processes to ensure that students are participating in these services
- The identified students are regularly monitored through analysis of periodic assessments and/or authentic, school-developed formative assessments
- The program(s) utilize high quality, targeted intervention materials and staff analyze pre/post assessment data to evaluate growth targets and program effectiveness, and
- Select intervention teachers with a proven track record of creating success among at-risk and/or consistently underperforming students exhibiting significant gaps in learning.

8. Family and Community Engagement

8a. Identification

Our transformation efforts with schools are all about empowering staff, parents and students, and community to change the circumstances of the school. There were many new schools included in LAUSD's Public School Choice Initiative, however we specifically chose CRES #18 because it is located within our current Family of Schools, also known as a feeder pattern. Based on feeder pattern data we received from the district, CRES #18 sends 100% of their 5th graders to Carver Middle School, which is a school that the Partnership is applying for through the Public School Choice Initiative. In turn, Carver feeds approximately 50% of their 8th graders into our Santee Education Complex, which is currently under the management of the Partnership. Our chances for achieving our mission are greatly amplified if we are able to serve all, or a majority, of campuses in our Family of Schools. Additionally, we chose CRES #18 due to the vast needs of the community.

Based on data obtained from the County of Los Angeles' Healthy Cities database, it's evident that there is a high need in the CRES #18 school community for improved social services, crime prevention, and educational opportunities. For instance:

- 60% of people 25 yrs or older have not completed high school
- 53% of the households have incomes less than \$25,000
- 43% of families receive support from The Special Supplemental Nutrition Program for Women, Infants, and Children, known as the WIC Program.

In order to address the specific needs of this community we work closely with all city departments and have built outstanding working relationships with various community organizations to provide insight, solutions, and services to the school and the surrounding community. These organizations are well-established anchors within the community and are committed to working with us to increase the level of services they provide. We currently have over 25 organizations that participate in our community collaborative in the CRES #18 community (see Section 8b below).

8b. Family and Community Engagement

Parents, families, caretakers, and community members must be actively engaged in efforts to increase student achievement. To accomplish this, the Partnership will implement family and community engagement programs at CRES #18 that focus on three key areas: 1) building the capacity of site staff to involve families and communities; 2) providing resources to help educate and empower parents and family members; and 3) developing effective parent and community leaders.

Building the Capacities of School Site Staff: CRES #18 will have an administrator or categorical programs coordinator in charge of family and community engagement. Their responsibilities will include being the liaison for all parent concerns and overseeing activities and personnel involved with supporting families and communities. This administrator will work closely with the school's Principal to create, implement, and monitor a school-wide family engagement strategic plan connected to their Single Plan for Student Achievement (SPSA).

CRES #18 will develop a Family Action Team, similar to other Partnership schools. The Family Action Team will be a coordinating committee consisting of the principal, parents, local community members, teachers, and a Partnership representative who all meet monthly. The Family Action Team will be tasked with planning and evaluating family and community events. Each team will also be responsible for providing a number of academically focused activities for families and surveying parents regarding the quality of the programming.

The Partnership envisions putting in several additional structures to ensure that CRES #18 is engaging families. The Partnership's Family and Community Engagement Department will meet with school leaders quarterly to review progress. Members of Family Action Teams and teachers will also be privy to customized professional development for school site staff on how to effectively engage parents and community leaders. In order to further evaluate school progress in these core areas, the Partnership will utilize a Family and Community Engagement Rubric to assess the overall quality of family engagement endeavors. See the Family and Community Engagement Rubric in Appendix A-25. Last year alone there were over 15,000 instances of parent and community parent and community volunteerism in Partnership Schools.

CRES #18 will also benefit from being a part of the broader Partnership Family and Community Engagement network. The Partnership is committed to recognizing the efforts of schools and parents who contribute to our schools. Each week a school is given the title "*Family and Community Engagement School of the Week.*" We acknowledge and share our schools' excellent and innovative practices across our network. The Partnership also hosts the Family and Community Engagement Awards, which is an annual event to reward and celebrate the efforts of parents, community members, teachers, administrators, and schools. When a school joins the Partnership, we host a community celebration for students, families and staff to inaugurate our work and journey

together. To date over 6,000 parents and community members have participated in Partnership kick-off events.

Provide Resources to Educate and Empower Families: The Partnership will also stress the importance of making families and community members feel welcomed at their schools sites. We will work with the school staff to identify CRES #18's parent center needs and will help the school develop family friendly signage to encourage and welcome parents to the school. All Partnership schools have parent centers that have been refurbished and equipped with new furniture, televisions with free educational programming, computers, and libraries. Although the CRES #18 parent center will be new, we will still support the school by providing the same resources.

During the 2010-11 school year, we anticipate that CRES #18 will have access to funds to support family and community engagement. For example we granted more than \$60,000 to schools that created exemplary projects that focused on family and community engagement, in the fall of 2009. These grants were allocated to schools so they could offer workshops and academically-focused activities to help parents better understand how to support their child's education. Teachers and family engagement staff worked together to create customized curricula for parents.

Communication with Parents: Partnership schools communicate regularly with parents. Parents of CRES #18 students will feel a tangible difference in the Parent Engagement Program at CRES #18, compared to their experiences at other LAUSD schools. Communication will happen through student progress reports and report cards, annual CST Student Results Report, Annual CELDT notification for ELLs, school newsletters, the school website, Connect-Ed phone dialer system, informal Principal-Parent networking meetings, community meetings, and School Site Council and Advisory Group meetings. Partnership schools will also distribute the LAUSD Parent Student Handbook annually in September. The handbook will be provided to parents and students when they transfer to a Partnership school any time throughout the year. The handbook clearly outlines parent and student due process rights. Parents will be encouraged to solve problems at the school level. All Partnership principals have an open-door policy for every parent. If CRES #18 cannot satisfactorily solve the parent concern, then parents will have the right to file a Uniform Complaint as outlined in the LAUSD Uniform Complaint Procedure attached in Appendix A-26. In addition, Partnership staff is available to address parent and student concerns. Every parent can contact the Partnership directly to share school concerns.

Family Leadership Development: Beginning this year, the Partnership launched its monthly Family Leadership Institute and we are excited to add CRES #18 parents to this innovative program. This 8-month seminar is designed to train parent leaders on how to support student learning in the classroom, help parents and guardians understand their roles and responsibilities as members and leaders of school communities, and to understand their leadership in the context of their communities and the city of Los Angeles. Parents are also able to hear motivational speeches from key Los Angeles civic and community leaders regarding education and have the opportunity to engage in Q & A sessions with our featured speakers. Attendees also have the opportunity to visit local colleges and universities with their children. Over 100 parents have participated thus far.

8c. Key Community Partnerships

The Partnership believes that teaching and learning takes place in the classroom, *and* also happens throughout all aspects of a student's school and community life. Therefore, we are committed to

building schools that are at the center of change for the community by fostering strong partnerships with community-based organizations, youth programs, universities and colleges, and city services.

This past year, the Partnership developed a Community Collaborative in Central/South Los Angeles, which consists of seventeen organizations (including A Place Called Home, among others). The objectives of the collaborative are to create opportunities to connect community and city services with the Partnership schools, coordinate services across all groups, and update community members on the Partnership's activities. This collaborative will also serve and support the CRES #18 school community. Ultimately, the collaborative will ensure that students from all Partnership schools have access to enriching activities throughout the entire day, and to share best practices more effectively across all the service-providing organizations.

The Partnership has also developed strong partnerships with universities, businesses and corporations, such as UCLA Center X, Wells Fargo, Time Warner, Direct TV, VH1 Save the Music Foundation, City Year, Fox Sports West, CSU Los Angeles, among others. These partners are committed to linking resources to our schools and providing students with enriching development opportunities. For example, Disney Corporation provided all Partnership elementary school students with backpacks full of school supplies for the start of the 2009 school year. Disney wanted to ensure that all of our elementary students had everything they need to be successful this year. At Sunrise Elementary, Everybody Wins! Los Angeles recruited dozens of employees from the Alston & Bird law firm to come out and read with students at lunchtime.

As a result of the Partnership's close relationship with Mayor Villaraigosa, a host of resources from the City of Los Angeles made a difference at a number of schools. At the start of the school year, the Commission for Children, Youth and Families addressed safety concerns at 99th Street, Figueroa Elementary, and Gompers Middle School by launching a "Safety Valet" program that established traffic safety zones on streets adjacent to the schools and offered families a valet-style drop off service. During the summer months, the Mayor's Office of Education, Youth and Families and the Partnership hosted community resource fairs at Markham and Gompers. Families and community members received information on where to receive help addressing issues such as housing, health care, mental health, immigration, household necessities, child custody, domestic violence, after school programs, free tutoring, arts programs, and much more. To support the music and arts program at our schools, the Mayor's Office and the Los Angeles Philharmonic provided Partnership students with the opportunity to see the premier Gustavo Dudamel concert at the Hollywood Bowl. Partnership schools with music programs received free transportation and 50 tickets to the event.

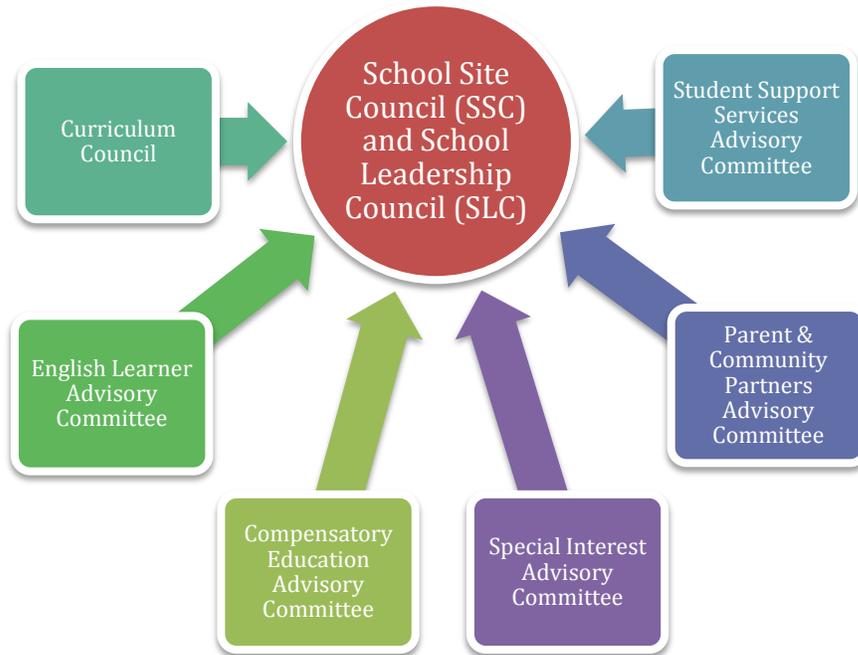
The Partnership intends to bring similar resources to the CRES #18 school community. Our goal is to create at least two meaningful, strategic partnerships per year, based on the needs of the campus. Please see Appendix A-27 for letters of support from our key community partners.

9. School Governance

When we begin work with CRES #18, one of the first priorities during the transition process will be to engage school site administration, teacher leaders, classified staff, and parents to identify the ideal components for their governance structures. The Partnership will help school stakeholders develop a new governance system to drive school planning efforts. Partnership schools have the flexibility to design a governance structure that works best for their students and other stakeholders.

However, the non-negotiable aspect of the governance model is that each school must have a fairly elected and representative School Site Council and School Leadership Council.

Shown below is the Partnership’s recommended model for shared decision-making and developing a participatory culture at our schools. CRES #18 will have the flexibility to design governance structures that best meets the needs of their school.



Description of Standing Advisory (A) and Decision-Making (D) Committees

1. School Site Council (D):
 - Make recommendations for, and review the proposed Single Plan for School Achievement (School Plan), with input from all school advisory committees;
 - Oversee the development of and approval of the School Plan and related expenditures in accordance with all state and federal laws and regulations;
 - Recommend the School Plan and expenditures to the LAUSD Board of Education for approval; and
 - Provide ongoing monitoring of the implementation of the plan with the principal, teachers and other school staff members.
2. School Leadership Council (D): As outlined in the UTLA Bargaining Agreement, SLCs are responsible for the staff development program, student discipline guidelines and code of conduct, scheduling school activities and events, setting guidelines for use of school equipment, and deciding on allocations of certain school budgets.
3. Compensatory Education Advisory Committee (A): Makes recommendations and develops programs to raise the achievement of disadvantaged students.
4. English Learner Advisory Committee (A): Makes recommendations regarding the development, implementation, and evaluation of the English Learner Master Plan. Participates in the development of the Single Plan for Student Achievement, English Learner

Categorical Budget(s), school needs assessment, and trainings/workshops to improve the achievement of English Learners.

5. Curriculum Council (A): Makes recommendations regarding teacher professional development, instructional materials, instructional technology, assessment, instruction, and curriculum to improve student achievement.
6. Student Support Services Advisory Committee (A): Makes recommendations for effective, research-based programs, practices, and policies regarding student discipline, attendance, intervention, enrichment, and recognition to improve student achievement.
7. Parent and Community Partners Advisory Committee (A): Makes recommendations to improve parental and community involvement to improve student achievement.
8. Special Interest Advisory Committee (A): Makes recommendations for special events and recognition programs for students, parents, and staff. Facilitates problem/solution focus groups and forums regarding emergent school-related issues to improve student achievement.

Professional Development for Governance Teams: Fundamentally, we believe that site-based, collaborative decision-making is an essential component of sustainable school improvement (Garmston, 2009). The Partnership governance and advisory model is based on this core value, and seeks to expand traditional school governance structures (i.e., School Site Council, English Learners Advisory Committee, etc.) to include forums that engage staff, students, and parents in all aspects of school improvement, including strategic planning, professional development, teaching and learning, and school operations.

To build the capacity of site leaders to implement effective shared decision-making practices, the Partnership will provide ongoing training for CRES #18's governance and advisory committees to work within the site-developed structures. We will provide professional development in the following areas:

1. Norms for professional teams
2. Tools for meeting protocols
3. Articulation of decision-making processes
4. Provisions for ongoing communication
5. Procedures for public, staff and student input
6. Budget expertise to ensure students needs are placed first in decisions
7. Develop, implement, monitor, and evaluate the Single Plan for Student Achievement (SPSA)

10. School Leadership and Staffing Plans

10a. Leadership Team.

The Partnership's support team consists of 27 education professionals with a history of success in working with low performing schools with similar demographic characteristics. The team has expertise in school administration, education reform, charter schools, business, and public policy. Both at the Partnership and in their previous roles, the Partnership leadership team has a proven history of successfully opening new schools, transforming low performing schools, and accelerating student achievement. Partnership leadership include the former President of Green Dot Public Schools, a former Assistant Superintendent from San Diego Unified, the former Director of

Categorical Programs for Rialto School District, a former member of the Stanford University Redesign Network, senior professionals with expertise in finance and operations from McKinsey & Co and IBM, the former Executive Director of the Los Angeles Parents Union, and former principals with experience transforming low performing schools. See Appendix A-1 for the Partnership organizational chart and resumes of its leadership team.

10b. Staffing Model

Our model is based on the belief that the CRES #18 community can make the best decisions regarding the staff configuration that best meets the needs of its student population. The Partnership's role is to provide guidance and support in making and implementing these decisions.

We will not dictate class size requirements but we do provide clear recommendations and support to Partnership schools as they develop their budgets. We will recommend that CRES #18 reduces class size as much as possible and invest as much money as possible in teachers. As described further in Section 12, CRES #18's participation in Transparent Budgeting / Per Pupil Funding in 2010-11 will provide flexibility from norm-based positions and staffing ratios (within the constraints of the law and collective bargaining agreements).

Regarding IEP services, the Partnership's MOU with LAUSD describes how the District continues to provide special education services based on the needs of each student. Therefore, CRES #18 will still be offered all of the mandated special education services to which LAUSD students have access based on their needs, including interpreters, translators, special education assistants, etc. Please see Section 7 for additional information.

10c. Compensation

All of CRES #18's existing staff will remain district employees under the Partnership model. Therefore, staff will remain on the district's salary schedule, with the district's benefits package, according to all relevant collective bargaining agreements.

The Partnership offers some additional compensation to teachers and staff who work on days outside the window of their contractual work year. The Partnership typically pays administrators and teachers for additional work outside of their contract year based on the standard LAUSD professional development rate or their X-time/Z-time rate, depending on the type of work being asked of the employee.

Examples of ways we implement this at our current schools include: paying our principals additional compensation to work an A-basis (year-round) calendar and compensating our teachers for additional professional development sessions in the summer and on weekends. Except for the requirement that our Principals work an A-basis schedule, all additional work assignments, professional development, and extended instructional time with students are voluntary and teachers/staff members are not required to participate.

10d. School Leadership Criteria

In the Partnership, it is essential that principals are accomplished educators. The principal is the instructional leader for CRES #18 with ultimate responsibility for improving student achievement. They are expected to practice distributed leadership and include their teams in school site decision making. We work closely with our principals to help them support their teachers and to grow

professionally over time. Please see Appendix A-28 for details about the expectations for the CRES #18 principal.

We are committed to hiring the very best leaders for the CRES #18 school community and welcome diverse candidates representing all races, backgrounds, ethnicities, genders, and religious affiliations. Our hiring process for the principal contains three major phases: job posting and resume screening; hiring committee interviews; and final interviews and selection. Additional detail is provided in Appendix A-29.

The Partnership makes the final hiring decision for the principal with the input from various stakeholders during this process. This decision will be made before the end of the school year. It will be important for the principal to work during the summer (getting compensated by the Partnership for this extra time) in order to adequately prepare for the 2010-11 school year.

10e. Leadership Team Beyond the Principal

Acting as a true distributed leadership model, the school leadership team at CRES #18 will be very broad. Typical leadership positions at our schools include: APEIS, Instructional Specialists, UTLA Leadership, Grade Level Leaders, Instructional Coaches, Plant Managers, and School Administrative Assistants (SAAs). Please see Appendix A-30 for job descriptions.

Our model empowers employees in these positions to lead on the CRES #18 campus. As mentioned earlier, we will provide focused development opportunities for each of these positions, which are described earlier in this document. We will also train the Principal of CRES #18 on how to effectively lead in this distributed model.

One unique leadership position the Partnership has implemented is Instructional Specialist. These administrative positions accelerate educational achievement by making instructional quality the top priority of the school and by bringing that vision to reality. Please see additional details on the Instructional Specialist position in Appendix A-30. We will need to make a final determination about whether to use this model with the CRES #18 school site staff.

We will fill vacant leadership positions before that position's assignment begins next school year. The hiring process will be very similar to the one employed to hire a principal, including the use of a hiring committee. This process will ensure that the CRES #18 stakeholders will be involved in making decisions about the leadership team at their site. The key difference from the hiring process described above in Section 10d is that the Principal sits on the hiring committee and that the principal makes the final hiring decision.

10f. Recruitment of Teaching Staff

One of the most important factors in improving student achievement is having excellent teachers in classrooms. CRES #18 will be staffed primarily by teachers from the four schools that CRES #18 is intended to relieve. Per the UTLA bargaining contract, excess teachers will have priority staffing rights at CRES #18.

As described further in Section 11 below, the district provides the bulk of operational services to our schools and the Partnership supplements these services where needed. In the recruiting of teacher talent, this relationship functions as follows:

- *Candidates*: Due to our close relationship with LAUSD’s Human Resources Division, we tap into the LAUSD teacher candidate pools. We supplement this recruitment where necessary with outside support to ensure that schools have the best candidates possible using nationally recognized programs such as The New Teacher Project and Teach for America. We also place multiple targeted advertisements, run career fairs, have our own teacher recruitment website and use other vehicles to attract the best teaching talent to our schools.
- *Hiring Processes*: Once the candidate pool is developed, the Partnership will support CRES #18 in setting up a sound hiring process and will also accelerate our hiring timelines in order to access talent. We help establish hiring committees at each school site representing a broad set of stakeholders and train them on running a strong process to attract talent. For example, the committee will develop interview questions and draft a promotional flyer to highlight the benefits of teaching at CRES #18 (see Appendix A-31 for a sample from Markham Middle School).
- *Hiring Decisions*: Candidates will be hired based on the desires of the school site. We will offer a rigorous training program to help the committee make sound hiring decisions. For example, we recommend that teachers perform a model lesson before a hiring decision is made.
- *Processing of Candidates*: Because all teachers are LAUSD employees, we utilize LAUSD’s hiring processes, including the processing of teachers, fingerprinting, and other steps necessary to hire new teachers.
- *On-Boarding*: Once candidates are hired, they will receive additional training that will allow them to continue to grow professionally. See page 20, Teacher Orientation, for additional detail about our orientation process.

Over the past two years, Partnership schools have had an excellent track record of filling vacancies with outstanding talent. Our ability to work with LAUSD and supplement the district’s efforts with our own strategies will ensure that CRES #18 is fully staffed the first day of school.

The typical profile of a teacher candidate at a Partnership school is described in Appendix A-32. We expect all candidates hired to firmly believe that all students can learn and master grade level content. Note that CRES #18 staff will customize this description, as desired by the school site.

11. Operations

A key point in the Partnership model, as described earlier in this report, is to streamline and optimize school site operations in order to improve student achievement. The Partnership is deeply embedded into the fabric of LAUSD and as such can successfully absorb CRES #18 into our operational framework. Our experience transitioning 12 schools, including two new schools during the 2009-10 school year, to be Partnership schools demonstrates our ability to seamlessly integrate schools into our model without any interruption in service delivery and in many areas to dramatically improve.

Our MOU with LAUSD describes in detail the operational model for Partnership schools. As the MOU indicates, CRES #18 will receive operational support from three sources:

- First, LAUSD will provide CRES #18 with the same operational services that it does for all LAUSD schools. These services range from budget services to human resources to textbook ordering.

- Second, the Partnership will supplement LAUSD’s operational support to CRES #18 through a range of strategies in each function. Examples are included throughout this application.
- Finally, in the most important areas, the Partnership and the iDesign Division in LAUSD will work together collaboratively to improve district services. Several examples are described below later in this section.

CRES #18 will enjoy substantial operational flexibilities with the Partnership. Our MOU clearly states that Partnership schools are not bound by LAUSD policy except when required by the law and all collective bargaining agreements.

In conjunction with the iDesign Division, the Partnership has developed a robust operational framework for how Partnership schools receive operational services delivered by the district or by the Partnership. We will immediately integrate CRES #18 into this framework and ask for their input to make any necessary revisions. We also have developed relationships with departments across LAUSD including: Local District 5 leadership and functional areas, human resources, budget services, local district operations coordinators, central office safety personnel, Beyond the Bell, procurement, technology, communications, food services, transportation, instructional services, staff relations, Office of the General Counsel, the Personnel Commission, and others.

Below are the key areas where the Partnership has pursued operational improvements, either as supplemental activities or in collaboration with LAUSD in order to improve student achievement. We fully expect CRES #18 to benefit from the same strategies.

Budget: CRES #18 will enjoy additional support from the Partnership in managing their budgets, above what the district already provides. As described further in Section 12, the Partnership is implementing Per Pupil Funding in our schools in close collaboration with LAUSD.

Human Resources: CRES #18 will benefit from our strong working relationship with the LAUSD Human Resources Division and Office of Staff Relations. As described in Section 10 above, the Partnership’s collaborative relationship with Human Resources has yielded significant innovations in teacher and administrator recruitment, retention and evaluation. Our work with the Office of Staff Relations helps coordinate support for all issues related to teacher, administrator and classified staff evaluation, support, grievances and discipline.

Facilities: As described further in Section 13 below, we work closely with LAUSD’s Facilities Division and will provide stronger facilities support to CRES #18. Our collaboration has spanned maintenance and operations, capital projects, deferred maintenance and community beautification events. Additional detail on our facilities work is provided in Section 12 below.

Data and Performance Management: The Partnership has initiated two major LASUD innovations, which were subsequently rolled out district-wide: the LAUSD School Report Card and MyData dashboard. Due to our familiarity with the MyData system, our team provides additional support to teachers who are using MyData in addition to LAUSD’s support programs. For additional detail on these initiatives, please see Section 4.

Instructional Technology: The effective use of technology is a key component providing a 21st Century education to all students. We will provide CRES #18 access to technology resources for students and staff as well as help build capacity through professional development. At the other Partnership schools, we have already been able to obtain donations from Direct TV, Time Warner and others. Securing additional targeted investments for instructional technology is one of the Partnership's top fundraising priorities.

The Partnership has a strong working relationship with LAUSD's Information Technology Division (ITD). This relationship has led to a collaborative grant application for several major technology grants for Partnership schools. For example, Stevenson Middle School won a prestigious School2Home grant that provides a laptop for each 6th grader and extensive professional development for teachers to integrate technology into the curriculum. It also includes training for parents and discounted high-speed Internet access for families.

Other Operations Services: As described earlier, we have developed strong working relationships with other relevant operational divisions in LAUSD. Our knowledge of these departments and our relationships will be leveraged to serve CRES #18.

11c. Master Service Agreements

We are excited to engage in conversations with LAUSD regarding service agreements with clear metrics, service levels and deliverables from functional areas to better serve CRES #18. We already have the foundation in place for these conversations. The Partnership's MOU delineates the services provided by the district for each operational area, and over the past 18 months of our school operations experience we have implemented more detailed service plans in many functional areas.

11d. School Operations Experience

The key operations experience lies with LAUSD personnel since the district will provide the majority of operational services to CRES #18 at this time. Our team supplements and enhances LAUSD services with our staff who have expertise in strategic planning, information technology, budgets, facilities, human resources, legal expertise, etc. Please see Appendix A-33 for the organization chart of the Partnership operations team and bios for these individuals.

11e. Operations Start-up Plan

The Partnership also has experience launching new schools within LAUSD. This past year, we launched the two schools that are part of the Mendez Learning Center (Mendez). Mendez consists of two autonomous schools co-located on the same campus, and was built as part of LAUSD's new schools construction program. We worked hand-in-hand with LAUSD's School Management Services (SMS) department to ensure that the school launches were a major success. We will be able to rely on this experience to successfully launch CRES #18. In addition, the Partnership has already integrated ten schools from LAUSD into the initial Partnership network of schools in preparation for the 2008-09 school year. Based on all of these learnings, we will employ the following strategies to transition CRES #18 into the Partnership:

- Initiate a transition team, consisting of the principal and other hired staff members to help guide the transition planning activities to ensure that the school site has sufficient input into

transition activities. *Timeline: committee established in May or June 2010, running through the start of school.*

- Develop a hiring committee to complete the hiring process for new staff. *Timeline: committee established as soon as possible, running through the start of school.*
- Work with the school’s administrative team to develop a backwards-mapped workplan on the specific operational activities required to launch before the start of school. A primary goal is to work with central and local district offices to ensure that CRES #18 operations are seamless at the start of the year. A secondary goal is to integrate CRES #18 into the operational framework used to manage operational service delivery at other Partnership schools (see Section 11 above). The workplan we will develop will build on those we developed to transition our other schools into the Partnership and the plan already utilized by School Management Services to launch new schools. *Timeline: March 2010, updated on a regular basis.*
- Develop a plan to create the School Site Councils (SSC) and Single Plan for Student Achievement (SPSA) as soon as possible. The Partnership will also help provide best practices on budget development, expertise on transparent/per pupil funding, and recommendations for the principal and SSC to consider in developing its budget. *Timeline: SSC and SPSA development timeline created by May 2010, with technical expertise provided throughout the summer as needed.*
- Work with the new operational school site staff to identify key areas of focus for the school start up. We will listen and also share our experiences from our other Partnership schools to ensure that we develop a robust set of operational focus areas for the 2010-11 school year. *Timeline: as soon as new operational school site staff is hired, beginning in the spring of 2010.*
- Continue to develop relationships with school staff, parents and other community partners. We will convene conversations with key stakeholders and be highly visible in the community to make sure that we know these stakeholders well at the start of the year. *Timeline: March 2010 and ongoing.*
- Help to support the final selection of a name. We will support on-going discussions to pick a formal name for the school. *Timeline: ongoing from previous discussions.*

11f. Operations Plan

The Partnership has already been working hand-in-hand with LAUSD for the past 18 months. Thus we can assume operational responsibility for additional schools using our current operational model. We recognize, however, that the Workforce Stability Taskforce has developed the menu of services that focus on “required,” “foundational” and “optional” services, and that these services could benefit CRES #18. We will work closely with CRES #18 to determine which foundational and optional services the school doesn’t want to utilize, as well as which additional new services the school wants to purchase. The factors taken into consideration will be cost, service level, and school site prioritization relative to other budget items.

The Partnership schools have, in some instances, used outside vendors to provide services in addition to those provided by the district. In some instances, these services were funded by the school site and in other instances they were funded using the philanthropic dollars privately raised by the. All of these contracts using district funds were approved by LAUSD. For example, our schools have opted to contract with outside organizations to provide coaching services through

Center X at UCLA, on-line credit recovery and CAHSEE preparation through APEX, and community and campus security through the Conflict Resolution Suppression Team (CRST).

12. Finances

12a. Funding

The Partnership is a unique collaboration with LAUSD through the iDesign division. CRES #18 will still be an LAUSD school. Therefore, CRES #18 will still receive its public funding through LAUSD. We work with our schools using Transparent Budgeting/Per Pupil Funding to make the use of these public funds more efficient and effective. In addition to these public funds, the Partnership provides funding and support staff that we fund through private philanthropic sources. Therefore, as a Partnership school, CRES #18 will receive more funding and support than comparable schools – both from the more efficient use of public dollars and from the Partnership’s additional financial and personnel contributions to the school site.

Public Sources of Funds: As mentioned earlier, the Partnership is a leading participant in the district’s Transparent Budgeting/Per Pupil Funding model, which helps make the use of public funding more efficient and effective. Our MOU contains a requirement for the district to fully implement Per Pupil Funding in Partnership schools.

In the 2009-10 school year, all Partnership schools are members of “phase 1” of implementation with approximately 30 other LAUSD schools. Beginning in 2010-11, we will more fully implement Per Pupil Funding. Our deep experience developing the model and our experience in the Per Pupil Funding pilot program, provides us with a depth of knowledge and expertise that will support CRES #18’s budget development process.

We anticipate the following benefits for CRES #18 as a participant in per pupil funding:

- A more transparent budget that clearly shows what funds the school receives, the overhead allocated to CRES #18, and the school site spending decisions that CRES #18 makes.
- A more flexible budget that allows CRES #18 to make decisions about budgets that previously were made by individuals in the central office. For example: CRES #18 will no longer be subjected to norm-based staffing. Instead, the school will receive a budget and can decide how many positions to purchase. All of these flexibilities will allow CRES #18 to customize its instructional model to meet its needs. We will provide as much flexibility as possible for CRES #18. Our current goal with LAUSD is to allocate 80% of all possible funding to CRES #18, which represents an increase over previous years when schools typically had flexibility over only approximately 5-15% of their funding.
- Potentially more funding. Transparent/per pupil budgeting more equitably allocates funds to schools on a per student basis. Typically, schools in low-income areas are penalized under current funding models, so we anticipate that CRES #18 will benefit under a more equitable formula.
- Better budget tools and management systems. As part of the transparent budgeting program, the Partnership and LAUSD are collaborating to roll out budget tools that allow decision makers (SSCs, administrators, coordinators, etc.) to make informed budget decisions, as well as to manage their budget more effectively over time.

Privately Raised Sources of Funds: Overall, CRES #18 will receive more funds and support services working with the Partnership because we supplement public funding sources with privately raised dollars. See Section 12b below for additional details on our fundraising status. Attached is a three-year budget for the Partnership, which shows exactly what funds have been invested in the other Partnership schools to date (see Appendix A-34). As this funding overview demonstrates, the Partnership budget in 2009-10 invests approximately \$4.2 million in funds for support services (Partnership staff, consultants, etc.), as well as nearly \$4.2 million more in funds for school site and community programs. This represents approximately \$500 per student overall, or an increase in funding of between 5% and 10%.

12b. Budget Narrative

As an LAUSD school, budgeting for CRES #18's public resources will be similar to other LAUSD schools. The Partnership enhances this process with our additional supports described above. The school develops its own budget with the Partnership's support. We provide recommendations, strategic guidance, best practice research, and technical assistance. This budget will serve as the foundation for the 2010-11 budget that we will develop collaboratively with school stakeholders over the coming months. Please note that these budgets utilize the LAUSD budgeting system and do not reflect the budget that the Partnership recommends for CRES #18 in 2010-11.

As a 501(c)(3) nonprofit entity, the Partnership also has a budget. Our budget is derived 100% from philanthropic sources and is used to fund our team and school-based programs in Partnership schools. The Partnership has a separate Board of Directors, which is required to approve our budget (see Appendix A-35 for the bios of our Board). The Partnership budget for 2009-10 in Appendix A-34 was approved by our Board, and included the following budget narrative found in Appendix A-36. Our budget is closely aligned to the Partnership's mission stated earlier. Our major investments in additional resources demonstrate our commitment to improve student learning in a comprehensive way, including all of our transformation model levers.

In addition, on January 7, 2010, our Board approved an increase in our 2009-10 fiscal year budget (ending June 30, 2010) in the amount of \$215,000 to support the hiring of new staff (\$140,000) and transition expenditures (\$75,000). This increase in our budget will support the additional resources needed for all four schools the Partnership is submitting applications for in the Public School Choice Initiative process.

Finally, regarding fundraising, the Partnership will actively raise funds from private sources for CRES #18. Most of these funds we have raised to date are reflected in the Partnership's budgets. We have an outstanding track record of raising substantial dollars to support our schools. Since 2007, the Partnership has received funding commitments for more than \$58 million dollars spread over ten (10) years. The majority of the funds have come from educational foundations and multi-year commitments from individuals and corporations (e.g., a 10 year, \$50 million commitment from Melanie and Richard Lundquist). We have received support from national leaders such as the Bill & Melinda Gates Foundation, the William & Flora Hewlett Foundation, Annenberg Foundation, California Community Foundation and Irvine Foundation, among others. The Partnership currently has commitments of over \$40 million over the next eight years, highlighting our strong financial sustainability.

We will also raise in-kind resources for CRES #18 that are not reflected in our budget. In the past, these resources have ranged from donated goods (such as computers, backpacks or supplies), human

capital (such as volunteer time) or other items (such as field trips, a film/video competition for high school students, and many other areas). In 2008-09, for example, we raised \$249,320 in-kind resources and we expect to raise more in 2009-10.

12c. Financial Controls

The Partnership will fully leverage LAUSD's financial controls and systems to maintain fiscal responsibility and compliance for all public funding at CRES #18. We work closely with the iDesign Division, as well as local district and central offices to ensure that schools adhere to financial procedures that are required by law or district policy. The individuals we work with include fiscal specialists, ASB funding managers, Title I compliance managers, local district finance teams, and others. The Partnership will engage the principal and SSC members to periodically review their budgets. Reports will be generated by the fiscal specialist using FRDB, BTS, or other district systems, and the Partnership team will provide additional analysis as needed. We will aim to have these budget review meetings at least once a quarter with the Partnership, school site, iDesign, central office, and/or local district personnel.

For the Partnership's funding sources, we have developed our own rigorous financial controls. These are well documented in our fiscal policies handbook, employee handbook and credit card policy, included as Appendix A-37. We take our responsibility to manage our funds very seriously and ensure the absolute highest standards with our internal controls.

Our Chief Operating Officer is responsible for generating all financial reports for the Partnership, in conjunction with our accounting firm, ExEd. Our Chief Operating Officer has a Masters in Business Administration and is skilled at financial management activities. Our Chief Executive Officer also has deep experience managing budgets as the former President of Green Dot Public Schools and as a former investment banker. The Partnership's accounting firm, ExEd, provides additional expertise. ExEd manages the finances for many charter schools in the Los Angeles area and has the highest standards for financial management. Financial reports are generated for the Partnership management every month, and reports are presented to our Board of Directors in a publicly noticed meeting every two months and are also posted on our website. We are proud of our record of sound financial management, as reflected in our audited financial statements for the last two fiscal years.

13. Facilities

The Partnership has been actively working with LAUSD's Facilities Division since we began our work in 2008. Our collaboration has focused on leveraging LAUSD expertise in the following areas where LAUSD has continued to provide services to Partnership schools:

- Maintenance and Operations (M&O), which includes service calls for routine repairs, custodial support, pest management and other daily plant management issues
- Alterations and Improvements (A&I), which includes bond-funded projects that exceed the scope of work of general repairs
- Deferred maintenance projects
- Other capital projects

For the management of maintenance and operations services, our understanding is that LAUSD is considering the creation of a new facilities unit to serve the schools participating in the school choice initiative, along with a facilities use agreement between the district and school choice participants. We are very excited to have further conversations with LAUSD about this model and the potential terms of the facilities use agreement in order to provide higher quality services at a more affordable cost to CRES #18.

The Partnership will supplement these LAUSD services to provide even stronger service to CRES #18. Our team provides additional support and services to each of our schools, including:

- *Plant Manager Trainings:* We will run capacity building sessions for Plant Managers and Buildings and Grounds Workers. Last year, in conjunction with LAUSD, we ran a successful training program for Plant Managers that focused on customer service, request management, staff scheduling and other topics.
- *Site Visits and Inspections:* We will regularly visit CRES #18 for site visits/inspections, as a way to provide feedback and have dialogue with the Principal, Plant Manager and other staff about what is/is not working well.
- *Graffiti Abatement Programs:* We will develop specific programs and protocols with the district, CRES #18 staff and the City of Los Angeles to remove graffiti rapidly on and around campus.
- *Campus Conversion Support:* We provide intensive supports to schools considering a major change in use for their facilities. For example, at Roosevelt High School, we worked with the school to move them from a year-round calendar to a traditional calendar a year earlier than scheduled.
- *Private Philanthropic Investments:* The Partnership will invest private resources we have raised in CRES #18's facility. Examples of investments we have made in our schools include an upgrade of parent centers, gum removal, painting, and installation of equipment. We will also leverage our partnerships with donors and the City of Los Angeles to provide CRES #18 with in-kind donations (volunteers, goods and services) for campus beautification projects.

A key measure of our success in managing our facilities effectively is represented in our substantial improvements in our Williams inspections. In 2008-09, four out of our nine schools, or 44%, received a higher Williams rating than the year before (note that one of our schools was not inspected).

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