

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 Griffith Joyner school community to transform Florence Griffith Joyner Elementary School into an institution where **all students** achieve at grade level and graduate college and career ready.

We have no doubt all students at Griffith Joyner have the potential for academic success, and we believe the desire and professional knowledge to transform Griffith Joyner already exists on the campus and in the larger school community. We hope to bring our expertise, resources and partnerships to Griffith Joyner and work with school site staff, parents and community members to dramatically accelerate the academic achievement of all students.

Partnership Background and Structure

The Partnership is a 501(c)(3) 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 Griffith Joyner.

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 Griffith Joyner 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 Griffith Joyner as it exists today can be transformed without becoming a charter school, and we believe the Partnership can provide the necessary resources and guidance to make that transformation reality. 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 already underway at Griffith Joyner, 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 Griffith Joyner. Currently, we manage 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 Griffith Joyner as seen in the chart below.

Measure	PLAS Average	Griffith Joyner
Pre-K to 12 th Grade Enrollment	16,225	934
English Learners	36.3%	44%
Special Education	10.6%	8%
Free/Reduced Lunch Eligibility	95%	93%
Gifted and Talented	6.6%	1%
% Hispanic/% African-American	91.4%/8.5%	68%/32%
% of Parents Who did not Graduate High School	approximately 45%	44%

Education Plan

Working with current staff, the Partnership will utilize the following 5-point, comprehensive educational model as a foundation for improving Griffith Joyner. 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 Griffith Joyner leadership team in becoming strong **instructional leaders**. The principal and assistant principal(s) 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 Department Chairs, Coaches, Coordinators, and PLC Leaders. Griffith Joyner’s first year as a Partnership school will refocus 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 Griffith Joyner 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 Griffith Joyner where classrooms are opened up 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 Griffith Joyner to provide afterschool and within the day intervention support for students scoring Basic and Below in English Language Arts and Mathematics. Griffith Joyner students will be offered enrichment opportunities such as additional afterschool programs, tutoring, technology, off-campus learning experiences, and mentoring.

Actively Engage Families and Communities: **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 Griffith Joyner 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 Griffith Joyner. In the broader community, Griffith Joyner’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, Griffith Joyner will have much **greater control over its budgets, hiring and curriculum** because it would operate under the Partnership’s MOU with LAUSD. Operational support still will 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 Griffith Joyner build a foundation for performance management, facilitate the use of technology, transition to small schools, 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. Griffith Joyner was identified as a potential Partnership school because it is historically underperforming and is connected to our growing family of schools. 100% of Griffith Joyner students feed into Markham Middle School, a current Partnership school. Already, the Partnership has relationships with many of the community groups serving Griffith Joyner due to its work with Markham. We have created a community collaborative at Markham, 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 the Watts/Century Latino Organization and the Watts Gang Task Force also serve students in the Griffith Joyner area. **We will connect our community collaborative to Griffith Joyner as well as reach out to other organizations** in the area. Moreover, the Partnership's relationship with the City of Los Angeles will connect Griffith Joyner 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 Griffith Joyner to further develop the capabilities of Griffith Joyner's School Site Council, School Leadership team, CEAC, ELAC and other committees so that the school is best prepared to make key policy decisions locally. The Partnership's model for governance is based on empowering Griffith Joyner with key decisions related to budgeting, hiring, curriculum and other key areas. The Partnership will work with the Griffith Joyner community to understand the current governance and advisory structures and to further develop these structures so work across the different councils and committees is integrated and aligned with accelerating student achievement. The Partnership will also equip Griffith Joyner 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 Griffith Joyner in a stronger financial position** to accelerate student achievement. Griffith Joyner will continue to receive all its current LAUSD funding, but

under the Partnership, Griffith Joyner would move to **per-pupil funding**, allowing much greater spending flexibly and alignment with its key academic priorities. Further, the Partnership, as a 501c3, raises additional funding that can and will be used to support Griffith Joyner 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 Griffith Joyner 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 scores in Partnership schools increased as well with our high schools seeing a 2.6% increase in ELA students scoring proficient or above. Detailed testing 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 Griffith Joyner attendance area can be enrolled at Griffith Joyner. See Appendix A-4 for assurance.
- iii. All of the current students at Griffith Joyner will continue at the school and all students from the feeder patterns will be able attend the school. See Appendix A-4 for assurance.
- iv. See financial data in Appendices A-4 and 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. Griffith Joyner 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 Griffith Joyner (as a Partnership School)

Fifth grader Anna's day at Griffith Joyner 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. 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

The Partnership will adhere to existing LAUSD curricular guidelines at Griffith Joyner Elementary School. Textbooks will be state-adopted and approved by the LAUSD with the exceptions noted below. Textbooks, instructional guides, and pacing plans will be 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 our students when **implemented with fidelity**. Curriculum maps and summaries for all core content areas are attached in Appendix A-6. See Appendix A-8 for list of our current standard textbook options by content area and level.

Curricular Flexibility: The Partnership schools are entitled to curriculum flexibilities as outlined in our MOU (see Appendix A-7). 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 Griffith Joyner 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 Griffith Joyner Elementary School in implementing alternative core curricula, if that is one of their identified strategies for improving student mastery of content standards.

Griffith Joyner 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 impacted 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. Gompers Middle School successfully implemented a Balanced Literacy Language Arts intervention program designed for its lowest performing readers and writers. At the high school level we have several examples of small high schools that have chosen an alternate curriculum, including continued implementation of the Humanitas Program at Roosevelt High School. In each of these instances, 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

The 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 that 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 & 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 Griffith Joyner 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: Griffith Joyner Elementary School will continue to have access to LAUSD’s Foster Care Unit that enhances the educational support and thereby academic achievement for students living in out-of-home care (e.g., with relative caregivers, foster care, and group homes.). As a Partnership school, Griffith Joyner 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: Griffith Joyner 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 Griffith Joyner 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.
- 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 Griffith Joyner to ensure that programs and practices are developed to improve attendance. Each Partnership school is 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 to manage 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, Griffith Joyner will continue to serve and offer accelerated learning opportunities to students in different sub-groups, including English 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 Griffith Joyner. This strategy has dramatically expanded the number of GATE students in our elementary schools. See Section 3b below for results on this initiative to date.

APEX Learning: The Partnership initially funded APEX licenses for all elementary and middle schools that have 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 Griffith Joyner’s school 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 Griffith Joyner to decide which instructional strategies to use. We will then guide schools through implementation and collaboratively monitor strategy execution with leaders and governance teams during their improvement planning process.

An Assistant Superintendent of Instruction and Coordinator of School Improvement will provide the intensive on-the-ground support through the school year with Griffith Joyner. These staff members will work with schools to identify key instructional strategies and make strategy revisions as necessary throughout 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 implementing 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 Griffith Joyner 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 section 6a for more information on Professional Culture.

The Partnership will not set a mandatory lesson design format, rather each school and its teachers 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 Griffith Joyner leaders to approach the improvement of instructional practice in a holistic and comprehensive manner. Having a laser-like focus on instruction means the school supports a public and shared focus on improving the quality and substance of instruction. Griffith Joyner staff will see a marked difference in the approach to and consistent focus on improving practice. We will employ three vehicles to assess and support students and teachers in the classroom at Griffith Joyner:

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 instructional strengths and weaknesses. Instructional Rounds is a practice adapted to education from the field of medicine. It embodies a specific set of ideas as to 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 Griffith Joyner teachers implement the 3 E’s and 3 R’s with the sole purpose of supporting students in the acquisition of standards and curriculum.

Numeracy: The foundation for improving mathematics performance at Griffith Joyner will be a curriculum that provides students with a point of access to a variety of skill mastery levels (Leinwand, 2009). The use 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 helping 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 Griffith Joyner implement a Balanced Literacy Framework to complement the LAUSD core Language Arts curriculum. This program is

designed to help all students learn to read and write effectively. This 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 and teacher conferences with students, and emphasize students independence and support them to become successful readers outside of the classroom. There are several consistent components, including:

<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.

Academic Language Development: The Partnership will encourage Griffith Joyner 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 Griffith Joyner 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. A child’s oral comprehension must be developed before a child can comprehend printed material. 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 ELLs at the elementary level. We anticipate offering a similar program to Griffith Joyner based on the outcomes of the pilot program.

3. School Culture and Climate

3a. Description of Culture

The Partnership understands Griffith Joyner has a distinct culture and climate. 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 Griffith Joyner 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 Griffith Joyner, 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 transform the school's culture (Mellard, 2008). The purpose of shared decision-making is to enhance student achievement both through improvement of the instructional program and delivery of support services. Shared decision making provides opportunities for schools to explore ways to restructure instruction and services delivery (please see section 9 in the Governance section for more information).

Capturing Kids' Hearts: In the early phases of the transformation, the Partnership will fund training for a large majority of teachers and classified staff with the Capturing Kids' Hearts (CKH) program. Capturing Kids' Hearts begins with 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. 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 Engage Explore Communicate Empower Launch (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 Griffith Joyner 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 Section 8.

Uniforms: We will help Griffith Joyner 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 maintain a focus on learning, assist with reducing discipline problems, and provide a more economical 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 Griffith Joyner 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 Griffith Joyner include:

- As of December 2009, all Partnership schools have reduced their year-to-date suspension rate by 45% as compared to December 2008. Suspensions decreased for Markham Middle School (the feeder middle to Griffith Joyner) by 47% over the same time period.
- 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 many opportunities for parent involvement at their son or daughter's school.
- Uniform compliance at each of our elementary schools is well over 95%.

3b. College and Career Readiness

GATE: As described in Section 2d, the Partnership will focus on expanding GATE participation at Griffith Joyner. 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.

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.

Career Days: Griffith Joyner 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.

Promotion Policy: The Partnership supports the LAUSD promotion and retention policy and will work with Griffith Joyner to ensure that the policy is implemented with fidelity.

3c. School Calendar/Schedule

Partnership schools follow the LAUSD school calendar. We will maintain the current schedule of Griffith Joyner 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, Griffith Joyner 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. EYF oversees the following city departments: Libraries, Recreation and Parks, Human Services, Cultural Affairs, Aging, and Department on Disability. 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 will 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 Griffith Joyner students are safe. The Partnership invests in the following key areas below, which has led to demonstrable improvements in student attendance and suspension rates. See data in Appendix A-2.

On-campus Safety: Student safety is a Partnership priority. At the 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. Based on 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 and 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 Griffith Joyner. We have close relationships with the City of Los Angeles Gang Reduction team, which will provide gang prevention and intervention support at Griffith Joyner. 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 Griffith Joyner students face on their way to and from school through collaborative efforts with the City of Los Angeles. At

Griffith Joyner, 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 the cleanliness of school sites. Additional details are included in Section 12 as part of our discussion on facilities improvements.

Discipline: We will work with Griffith Joyner staff to assess the level of support they need in the area of student discipline. In working with some of our other schools, we have found some schools that needed support in this area, and others that did not. For instance, Markham Middle School was one of the most violent and disruptive campuses in LAUSD prior to joining the Partnership. During the 2008-09 school year, we worked extensively with staff and parents to revise the student discipline policy and process. Attached in Appendix A-13 are examples of the outcomes of our work with Markham on this issue. 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-14. 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 Griffith Joyner. 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 transition period with Griffith Joyner, we will evaluate the school's nutrition and lunch schedules to determine if there is enough time for **all** students to receive and eat their snacks and lunch. At two of our middle schools, we provided technical expertise in reworking the daily lunch schedule to implement multiple lunch periods. The introduction of multiple lunch periods allowed more time for all students to get and eat their lunch. Lunch participation rates at these two schools increased by double digits over the previous year. 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 Partnership expects proficiency levels for CST in core subjects will grow between 3% and 5% in the first year. In years 2 through 5 as a Partnership school, 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 Griffith Joyner Elementary School, the growth trajectory is shown in the accountability matrix (see Appendix A-15). The Partnership also will work Griffith Joyner 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

Griffith Joyner Elementary School will participate in the California Standardized Testing and Reporting (STAR) Program, which includes the California Standards Test in English Language Arts, Mathematics and 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-16 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-17. 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 Griffith Joyner Elementary School in the use of data to inform the practice of individual teachers and in the effort 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, Griffith Joyner leaders and teachers 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 student achievement analysis, current instructional practice, and school-wide governance structures.

The protocol will provide Griffith Joyner 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 modifications of school-wide policies, procedures, and practice 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 Griffith Joyner’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 to for improvement at their school. Griffith Joyner will continue to utilize district data systems. The school will use SOAR, ESIS, ISIS, 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 Card

The Partnership was a driving force behind the creation, development, and deployment of the LAUSD School Report Cards. Griffith Joyner will continue to use LAUSD data systems and surveys to ensure that LAUSD had the necessary data available to generate a School Report Card for Griffith Joyner. We have made it a priority to train parents to read and interpret their student’s school report card.

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 to Partnership schools 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 to help improve student achievement.

Appendix A-18 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 Griffith Joyner. We track our goals and metrics using data from the Partnership and LAUSD.

Working with the Partnership, Griffith Joyner will meet all accountabilities laid out in No Child Left Behind (NCLB). See Attachment A-19 for a list of some major 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 Joyner tracks these accountabilities.

Finally, we will work with LAUSD to track and meet the indicators listed in the Modified Consent Decree (MCD) for Joyner. See Attachment A-20 for a list of the Outcomes listed in the Modified Consent Decree and see section 7 for a discussion of 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 Griffith Joyner principal and assistant principals. In accordance with the research literature on school 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 Griffith Joyner'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 Griffith Joyner 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 Griffith Joyner's administration. See Appendix A-9 for the Instructional Support organization chart.

The Partnership will support study trips for Griffith Joyner 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 Griffith Joyner 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 Griffith Joyner's administration and teachers to enhance the professional development program at Griffith Joyner. Below are several strategies related to professional development that will be implemented in collaboration with the team at Griffith Joyner. Final decisions related to the content and delivery of professional development sit with the Griffith Joyner 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 Griffith Joyner 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 Griffith Joyner have a coach for each core content area (Ellison, 2003). The Partnership will provide training to Griffith Joyner'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 Griffith Joyner. 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: Griffith Joyner'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 Griffith Joyner staff with training and tools for instructional landscaping.
- Highlighting Quality Instruction: The Partnership will analyze student achievement data with the Griffith Joyner administrative team to identify the teachers at Griffith Joyner 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.
- Common Planning Time: The Partnership will work with Griffith Joyner 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).

- University Support in 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 Griffith Joyner to provide supports and Griffith Joyner 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 Griffith Joyner'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 Griffith Joyner 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.

Given that Griffith Joyner will remain a part of LAUSD if it works with the Partnership, Griffith Joyner will continue to adhere to Article IX-Hours, Duties and Work Year, Article XXIV-Student Discipline and Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements.

5b. Teacher Orientation

The Partnership will work with Griffith Joyner 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 Griffith Joyner 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 Griffith Joyner and also to help provide additional instructional support. The Partnership will also ensure the administration at Griffith Joyner 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 Griffith Joyner, per the current relationship between LAUSD and the Partnership.

5c. PD 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 will have about 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. Additionally, teachers have other opportunities for professional development 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 the year. See sample professional development calendar in Appendix A-21.

5d. Program Evaluation

We will evaluate the effectiveness of teacher professional development in 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-22. 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. One way to do this would be to use MyData to complete a CST strand analysis of Reading Comprehension (ELA) and determine if the average percentage of correct answers in this specific content strand are increasing over time. We also examine this data disaggregated by ethnicity and language proficiency to ensure that we are meeting the needs of all learners. See sample Strand Analysis in Appendix A-23.

6. Professional Culture

6a. Professional Culture

The Partnership for Los Angeles Schools will work with Griffith Joyner Elementary School to establish a professional culture that is collegial, collaborative and focused on increasing student achievement. We fundamentally believe that all Griffith Joyner staff members play a critical role in the education of Griffith Joyner students. Therefore, it is critical everyone on the campus is treated professionally and feels like a member of the team. The Partnership will employ the following strategies at Griffith Joyner to help build the professional culture required to rapidly accelerate student achievement:

Shared Decision Making

The Partnership will support Griffith Joyner in the development of shared decision making structures that allow for broad based participation in key school based decisions. To enhance state and UTLA required decision making committees (SSC, SLC, ELAC and CEAC), the Partnership recommends the creation of a number of advisory committees in areas such as

curriculum and instruction, safety and professional development. Committees should be broad based and include representatives from administration, teachers, classified staff, parents, students and potentially community members. See Section 9, School Governance, for more detail on shared decision making.

Clear Expectations for All School Site Employees

To have a professional culture, it is important that all employees clearly understand their job responsibilities and expectations. The Partnership will work with Griffith Joyner administration to take inventory of all of the current job descriptions and responsibilities for employees on campus and ensure every employee clearly understands his/her role and responsibilities at the school. School leadership will be required to develop an organizational chart for the school that defines the reporting relationship for all school based employees so that employees know who they report to.

Training for All Employees

A professional culture requires that all school site employees receive training and support. Far too often in low performing schools, teachers and classified employees receive very little training and it has a negative impact on student achievement. The Partnership will offer Capturing Kids Heart training to all school based employees in order to help employees develop the skills needed for establishing positive relationships. As mentioned in section 5a above (Professional Development), the Partnership will support numerous opportunities for collaborative professional development for administrators and teachers. The Partnership also offers training to classified staff members and parents.

Goal Setting

The Partnership will work with Griffith Joyner to ensure that teams and individuals are setting clear goals for their work. These goals should be well understood by all members of the Griffith Joyner team so that all employees clearly understand each others' roles in accelerating achievement on campus.

Effective Communication

The Partnership will work with the school site staff and principal to ensure that communication is regular and two-way. At Griffith Joyner, the Partnership will implement a number of processes and tools for communication including staff surveys, lunch focus groups, staff town hall meetings and an enhanced website. Additionally, the Partnership will work with administrators to develop a culture of giving real-time feedback on the campus so that all professionals are getting support and constructive criticism quickly to enable improvement.

Culture Building Activities

The Partnership has supported staff culture building events at many of its current schools to build collegiality. The Partnership sponsored welcome back to school parties, held a Partnership schools night out at the Dodgers game and has supported other culture building activities at Partnership schools. We plan to provide similar opportunities for culture building activities at Griffith Joyner.

Given that Griffith Joyner will remain a part of LAUSD if it works with the Partnership, Griffith Joyner will continue to adhere to Article IX-Hours and Duties and Article X-Evaluation and Discipline, as described in the LAUSD Collective Bargaining Agreements

6b. Evaluation

Principal Evaluation: Having a great school leader at Griffith Joyner will be one of the most important ways 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 Griffith Joyner 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-24 for a copy of this rubric.
- *Reviews over the year.* We will provide the Griffith Joyner Principal a mid-year and end-of-year review using the rubric as the foundation. We also will provide the Griffith Joyner 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: Griffith Joyner will utilize the LAUSD system and protocols for the formal evaluation of all its teachers. However, we will 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 Griffith Joyner, 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-25). 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 can better address the needs of the school staff.

7. Serving Specialized Populations

7a. 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 that 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

Griffith Joyner 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 Griffith Joyner.

Procedures and processes that Griffith Joyner 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 Griffith Joyner 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, Griffith Joyner 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

Griffith Joyner 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 Griffith Joyner support in the area of autism, deaf and hard of hearing, inclusion, and the visually impaired. Griffith Joyner 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 Griffith Joyner'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, Griffith Joyner 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, Griffith Joyner 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 to 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 full-time AP EIS 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 Griffith Joyner and facilitate communication between the school and LAUSD, train and retain high 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.

7b. At-risk Students

We will offer intervention classes and enrichment clubs to meet the academic needs of all of Griffith Joyner 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.** Griffith Joyner'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 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 or Bridge Coordinator, Dean of Students, 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 support 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 schools LAUSD identified as needing improvement through the Public School Choice Initiative, however we specifically chose Griffith Joyner because it is located within our current Family of Schools. Griffith Joyner sends 100% of their 5th graders to Markham Middle School, which is currently under the management of the Partnership through 2014. The chances of 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 Griffith Joyner due to the vast needs of the community, including social services, crime prevention, and educational opportunities. The following statistics were obtained from Healthy Cities, the most comprehensive database in Los Angeles County of information to map and analyze the geographic dynamics of the community:

- 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 Griffith Joyner school community (see Section 8c 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 Griffith Joyner that focus on three key areas: 1) building the capacity of school 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 Capacity and Capabilities of School Site Staff: Griffith Joyner 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).

Griffith Joyner 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 Griffith Joyner 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-26. Last year alone there were over there were over 15,000 instances of parent and community parent and community volunteerism in Partnership Schools.

Griffith Joyner 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 school's

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 upcoming journey together. To date over 6,000 parents and community members have participated in the Partnership kick offs.

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 anticipate remodeling Griffith Joyner's parent center and developing family friendly signage during our first year supporting the school. All Partnership schools have parent centers that have been newly refurbished and equipped with new furniture, televisions with free educational programming, computers, and libraries. This year, each school has also created banners that communicate to parents and families that they are welcome at the school.

We anticipate that Griffith Joyner will have access to funds during the 2010-11 school year to support family and community engagement. As an example from our existing schools, this year, the Partnership awarded grants totaling more than \$60,000 to schools that created exemplary projects that focused on family and community engagement. 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 curriculum for parents.

Communication with Parents: Partnership schools communicate regularly with parents. 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 the administration in conjunction with the Partnership cannot satisfactorily resolve the parent concern, parents have the right to file a Uniform Complaint as outlined in the LAUSD Uniform Complaint Procedure attached in Appendix A-27. Partnership staff is available to address parent and student concerns. Moreover, 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 Griffith Joyner 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 visit local colleges and universities with their children. Over 100 parents have participated thus far.

8c. Key Community Partnerships

We understand that teaching and learning not only takes place in the classroom, but also happens throughout all aspects of a student's school and community life. Therefore, we are committed to helping Griffith Joyner be the center of change for the community, along with other schools, by fostering strong partnerships with community-based organizations, youth programs, universities and colleges, and city services.

We will actively integrate Griffith Joyner into our broader community work. This past year, the Partnership developed a Community Collaborative in South LA/Watts, which consists of seventeen organizations (including Watts Century Latino Organization and the Watts Gang Task Force, 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 Griffith Joyner school community. Ultimately, the collaborative will ensure that students from Partnership schools in South LA/Watts 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, Cal State LA, among others. These partners are committed to linking resources to our schools, including Griffith Joyner, 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 2009-10 school year, and 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 will make a difference at Griffith Joyner. For example, as discussed previously, 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.

A second example is resources provided to our students and their families by the Mayor's Office of Education, Youth and Families. The Mayor's Office helped to host 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.

A final example is around music and arts programs. This past year, 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 Griffith Joyner 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-28 for letters of support from our key community partners.

9. School Governance

When we begin work with Griffith Joyner Elementary School, one of the first priorities will be to engage school site administration, teacher leaders, classified staff, parents, and students (if applicable) in evaluating their current governance structures. If it is decided that a redesign of governance is in order, then the Partnership will help school stakeholders develop a new and improved governance system to drive school turnaround 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.

Professional Development for Governance Teams

Fundamentally, we believe that site-based, collaborative decision-making is an essential component in 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.

9a. School and Advisory Organizational Charts

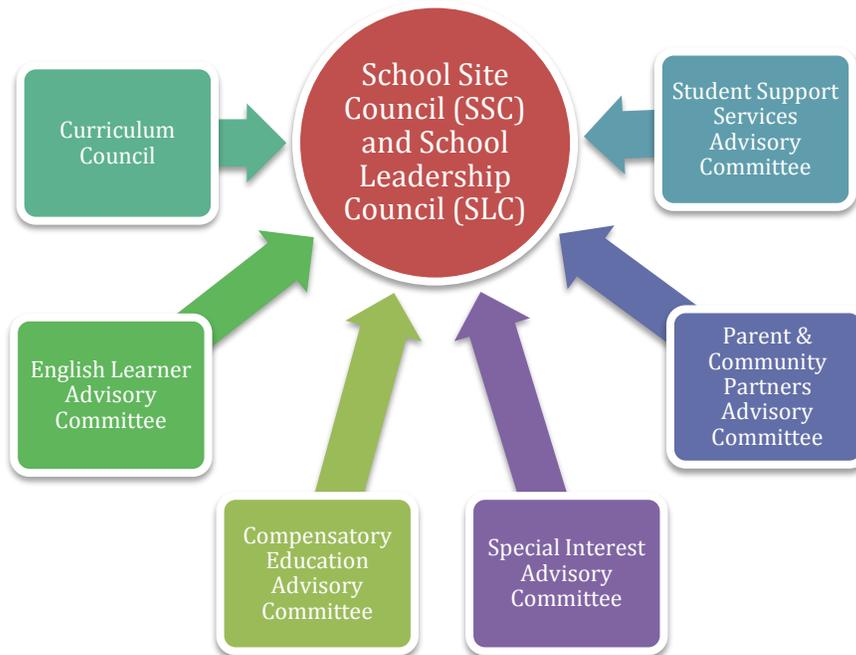
To build the capacity of site leaders to implement effective shared decision-making practices, the Partnership will provide ongoing training for Griffith Joyner's governance and advisory committees, after working collaboratively with the schools to assess and develop the structures that will best meet the needs of the school. 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)

On-going, site-based coaching and feedback will enhance the skills and knowledge of Griffith Joyner's governance and advisory groups so they are able analyze student achievement data,

align school budgets to the school’s academic goals, assess and respond to the conditions of teaching and learning on campus, and develop school improvement plans.

Shown below is the Partnership’s recommended model for shared decision-making and developing a participatory culture at our schools. Griffith Joyner 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.

10. School Leadership and Staffing Plans

10a. Leadership Team Capacity

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, a 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

The Partnership works with the existing school sites and therefore we will start with the existing school staff at Griffith Joyner when we begin working with the school. Our model is based on the belief the Griffith Joyner community can make the best decisions regarding what staff configuration 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 recommend Griffith Joyner reduce class size by investing in teachers.

As described further in Section 12, Griffith Joyner'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, Griffith Joyner will still be offered all of the mandated special education services that all

LAUSD students have access to services and support based on their needs, including interpreters, translators, special education assistants, etc. Please see Section 7 for additional information.

10c. Compensation

All of Griffith Joyner'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 into 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 Griffith Joyner with ultimate responsibility for improving student achievement. They are expected to be distributed leaders 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-29 for details about the expectations for the Griffith Joyner Principal.

We are committed to hiring the very best leaders for Griffith Joyner and welcome diverse candidates in our hiring process 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-30.

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, and if necessary a new leader will be hired before the start of the next school year.

10e. Leadership Team Beyond the Principal

As a true distributed leadership model, the school leadership team at Griffith Joyner will be very broad. Typical leadership positions at our schools include: AP EIS, Instructional Specialists, UTLA Leadership, Grade Level Leaders, Instructional Coaches, Plant Managers, and School Administrative Assistants (SAAs). Please see Appendix 31 for job descriptions.

Our model would empower these positions to lead on the Griffith Joyner 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 Griffith Joyner on how to effectively lead in this distributed model.

One of the positions unique to the Partnership is that of Instructional Specialist. Staff serving in these administrative positions accelerates educational achievement by making instructional quality the top priority of the school and bringing that vision to reality. Please see additional detail on Instructional Specialists in Appendix 31. We will need to make a final determination about whether to use this model with the Griffith Joyner school site staff.

For any vacant school leadership positions, we will fill these 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. The Principal will also sit on the hiring committee. This process will ensure that the Griffith Joyner stakeholders will be involved in making decisions about the leadership team at their site. The school site makes the final hiring decision with approval from the Principal.

10f. Recruitment of Teaching Staff

One of the most important factors in improving student achievement is having excellent teachers in classrooms. The Partnership believes in the capacity of school employees and our model is based on working with existing teaching staff. We are committed to keeping all teachers at Griffith Joyner who wish to remain at the school and embark on this transformation journey together.

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 Griffith Joyner in setting up a sound hiring process. 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 Griffith Joyner (see Appendix 32 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 hiring committee make sound hiring decisions. For example, we recommend 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 Section 5b for additional detail about our orientation process.

Over the past 2 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 help ensure Griffith Joyner is fully staffed the first day of school.

A key component to recruiting in the current budget environment is being able to hold onto the teachers who currently work at the school site. We will do everything we can to continue to protect the Griffith Joyner teachers from additional reductions and displacements in collaboration with the LAUSD Human Resources Division.

The typical profile of a teacher candidate at a Partnership school is described in Attachment 33. We expect all candidates hired to believe strongly that all students can learn at exceptional levels. Note that Griffith Joyner staff will customize this description, as desired by the school site. Please note that although we are an internal application, we do not have access to the teacher roster for Griffith Joyner.

11. Operations

A key lever of 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 Griffith Joyner into our operational framework. Our experience transitioning 12 schools 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 it.

11a. & b. Internal and External Applicants

Our MOU with LAUSD describes in detail the operational model for Partnership schools. The MOU is attached to this application for reference. As the MOU indicates, Griffith Joyner will receive operational support from three sources:

- First, LAUSD will provide Griffith Joyner 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 Griffith Joyner through a range of strategies in each function. Examples are provided throughout this application.
- Finally, in the most important areas, the Partnership and the iDesign Division in LAUSD work collaboratively to improve district services. Several examples are described later in this section.

Griffith Joyner will enjoy substantial operational flexibilities with the Partnership. Our MOU states that Partnership schools are not bound by LAUSD policy except those required by the law and all collective bargaining agreements (see Section 1.8 of our MOU)

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 Griffith Joyner 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 7 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 Griffith Joyner to benefit from the same strategies.

Budget: Griffith Joyner 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: Griffith Joyner will benefit from our strong working relationship with the LAUSD Human Resources Division and Office of Staff Relations. As described in Section 11 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 Griffith Joyner. 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 LAUSD 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 4d.

Instructional Technology: The effective use of technology is a key component providing a 21st-Century education to all students. We will provide Griffith Joyner 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 in-kind 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 with district service providers will be leveraged to better serve Griffith Joyner.

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 Griffith Joyner. 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 Griffith Joyner at this time. Our team supplements and enhances LAUSD services with individuals who have expertise in strategic planning, information technology, budgets, facilities, human resources, legal expertise, etc. Please see Appendix 34 for the organization chart of the Partnership operations team and bios for these individuals.

11e. Operations Start-up Plan

The Partnership already has extensive experience developing transition/start-up plans for schools entering the Partnership though we will not finalize any transition plans until these dialogues with the school have occurred. The operations plan will be crafted to support the instructional model employed at Griffith Joyner, so a vital component will be to ensure that the operational strategies employed during the start-up phase strategically support Griffith Joyner's instructional goals.

The Partnership integrated ten (10) schools from LAUSD into the initial Partnership network of schools in preparation for the 2008-09 school year. This transition process was very similar to what will be required for Griffith Joyner. Based on these learnings, we will employ the following strategies to transition Griffith Joyner:

- Initiate a transition team, consisting of a cross-section of school site employees (teachers, classified staff, administrators, etc.) who are committed to the Griffith Joyner transformation. This team will help guide the transition planning activities to ensure that

the school site has sufficient input into transition activities. *Timeline: committee established in March 2010, running through the start of school.*

- Work with the school’s administrative team to develop a backwards-mapped work plan on the specific operational activities required to launch before the start of school. We will leverage previous work plans developed for the transition of our other schools. *Timeline: March 2010, updated on a regular basis.*
- Work with the School Site Council (SSC) on budget development for the following year. *Timeline: March – May 2010 for budget development, with updates through the summer as needed.*
- Work with the operational school site staff to identify key areas of progress and areas requiring improvement. *Timeline: March – September 2010.*
- Work with local districts, iDesign and other central district offices to ensure that Griffith Joyner operations will remain uninterrupted during the transition. *Timeline: March – September 2010.*
- Continue to develop relationships with school staff, parents and other community partners. We will convene conversations with key stakeholders and be highly visible on campus to make sure that we know these stakeholders well at the start of the year. *Timeline: March 2010 and ongoing.*

11f. Operations Plan

The Partnership has already been working hand-in-hand with LAUSD for the past 18 months. This means that we can assume operational responsibility for additional schools using our current operational model. We recognize, however, the Workforce Stability Taskforce has developed the menu of services that focus on “required,” “foundational” and “optional” services, and that these services could benefit Griffith Joyner. We will work closely with Griffith Joyner to determine which foundational and optional services the school no longer wants to utilize, as well as which additional new services the school want 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 services provided by the district. In some instances, these services were funded by the school site and in other instances they were funded using the Partnership privately raised philanthropic dollars. 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 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 and Griffith Joyner will still be an LAUSD school. Therefore, Griffith Joyner 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, Griffith Joyner will receive more funding and support – 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 Griffith Joyner’s budget development process.

We anticipate the following benefits for Griffith Joyner as a participant in per pupil funding:

- A more transparent budget that clearly shows what funds the school receives, the overhead allocated to Griffith Joyner, and the school site spending decisions that Griffith Joyner makes.
- A more flexible budget that allows Griffith Joyner to make decisions about budgets that previously were made by individuals in the central office. For example: no longer will Griffith Joyner 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 Griffith Joyner to customize its instructional model to meet its needs. We will provide as much flexibility as possible for Griffith Joyner. Our current goal with LAUSD is to allocate 80% of all possible funding to Griffith Joyner, 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 Griffith Joyner 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, Griffith Joyner will receive more funds and support services working with the Partnership because we supplement public funding sources with privately raised dollars. See Section 12 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-35). 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 Griffith Joyner's public resources will be similar to that of other LAUSD schools. The Partnership enhances this process with our additional supports described above. The school develops its budget itself with the Partnership's support. We provide recommendations, strategic guidance, best practice research, and technical assistance. Attached is a summary of Griffith Joyner's 2009-10 budget (see Appendix A-36). 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 Griffith Joyner 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-37 for the bios of our Board). The Partnership budget for 2009-10 in Appendix A-35 was approved by our Board, and included the following budget narrative found in Appendix A-38. 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 (4) schools the Partnership is submitting applications for in the school choice resolution process.

Finally, regarding fundraising, the Partnership will actively raise funds from private sources for Griffith Joyner. 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 Griffith Joyner 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 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 Griffith Joyner. We work closely with the iDesign Division, as well as local district and central offices to ensure 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 another district system, 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-39. We take our responsibility to manage our funds very seriously and ensure the absolute highest standards to 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 2 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 Griffith Joyner.

The Partnership will supplement these LAUSD services to provide even stronger service to Griffith Joyner. 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 Griffith Joyner 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, Griffith Joyner 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 early.
- *Private philanthropic investments.* The Partnership will invest private resources we have raised in Griffith Joyner'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 Griffith Joyner 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. Four out of our nine schools, or 44%, received a higher Williams rating that the year before (note that one of our schools was not inspected).

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