

## 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 Carver school community to transform George Washington Carver Middle School into an institution where **all students** achieve at grade level and graduate college and career ready.

We have no doubt all students at Carver have the potential for academic success, and we believe the desire and professional knowledge to transform Carver already exists on the campus and in the larger school community. We hope to bring our expertise, resources and partnerships to Carver 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 501c3 non-profit created through a unique collaboration between Los Angeles Mayor Antonio Villaraigosa and LAUSD to transform some of the lowest performing schools in Los Angeles. The Partnership has 27 professionals with extensive experience in improving low performing schools and currently serves 12 schools with approximately 16,500 students and 1,300 school based employees. The Partnership works through LAUSD’s iDesign division; and LAUSD and the Partnership collaborate to provide quality services to Partnership schools.

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

### *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 Carver 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 Carver can be transformed without being reconstituted or turned into a charter school. We believe the Partnership can provide the necessary resources and guidance to help transform Carver. 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 Carver, 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 Carver. Currently, we manage the transformation efforts at 12 LAUSD schools, four of which are high schools. The demography and historic academic performance levels of our schools mirror those of Carver as seen in the chart below.

Measure	Partnership Average	Carver School
Pre-K to 12 <sup>th</sup> Grade Enrollment	16,225	1,963
English Learners	36.3%	45%
Special Education	10.6%	13%
Free/Reduced Lunch Eligibility	95%	89%
Gifted and Talented	6.6%	6%
% Hispanic/% African-American	91.4%/8.5%	93%/7%
% of Parents with Less Than a High School Diploma	Approximately 45%	58%

*Education Plan*

Working with current staff, the Partnership will utilize the following 5 point, comprehensive educational model as a foundation for improving Carver. This is the same model the Partnership is using successfully at the four other middle schools it serves.



Transforming School Site Leadership and Culture: The Partnership will guide and support the Carver leadership team in becoming strong **instructional leaders**. The principal and assistant principals 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. Carver’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 Carver 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 Carver 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 Carver to provide afterschool and within the day intervention support, for students scoring Basic and Below in English Language Arts and Mathematics. The master schedule must be reviewed and may be revised if necessary to ensure all students receive the A-G courses they need to qualify for college; and Carver students will be offered enrichment opportunities such as AVID, APEX learning, summer bridge program, additional afterschool programs, tutoring, technology, off campus learning experiences, and mentoring.

Actively Engage Families and Communities: Parents, caregivers, families and community members must be actively involved in school activities and school site-based decision making. The Partnership will bring a **parent engagement model** to Carver to train teachers, administrators, and support personnel to effectively communicate with and engage parents. In addition, parent leaders will be trained in organizing and educational development skills, and a Parent Center will be created at Carver. In the broader community, Carver's access to resources will expand as it leverages Partnership relationships with the City of Los Angeles, the County of Los Angeles, 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, Carver 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 Carver 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. Carver was identified as a potential Partnership school because it is historically underperforming and is a feeder school to Santee Education Complex, one of the Partnership's existing schools. The Partnership has developed relationships with many of the community groups serving Carver, due to its work with Santee. We have created a community collaborative at Santee, which is a group of non-profit and government agencies committed to connecting their services to schools in the community. Many of these organizations such as A Place Called Home and All People's Christian also serve students in the Carver area. **We will connect our community collaborative to Carver, as well as reach out to other organizations** in the area.

Moreover, the Partnership's relationship with the City of Los Angeles will connect Carver 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 Program, 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 Carver to further develop the capabilities of Carver'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 Carver with key decisions related to budgeting, hiring, curriculum and other key areas. The Partnership will work with the Carver 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 Carver 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 Carver in a stronger financial position** to accelerate student achievement. Carver will continue to receive all its current LAUSD funding, but under the Partnership, Carver would move to **per-pupil funding**, allowing much greater spending flexibility and alignment with its key academic priorities. Further, the Partnership, as a 501c3, raises additional funding that can and will be used to support Carver 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 Carver 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 Local District's 5 and 7, where our schools resided prior to the 2008-09 school year. 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 Carver attendance area can be enrolled at Carver. See Appendix A-4 for assurance.
- iii. All of the current students at Carver 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. Carver 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 Carver (as a Partnership School)*

Angela wakes early, quickly showers, and then throws on a polo shirt and beige skirt to meet the new uniform rules. She gets to school early, stops by the cafeteria for a quick, nutritious breakfast and then stops by the new computer lab to print her Social Studies paper and spend a few minutes getting a head start on her AVID work.

Angela's first class is Algebra and her teacher greets the students at the door, shaking their hands as they enter. They begin the class with a few moments to share good things that may have happened to students or the teacher since they last met, and then they review the class agenda, which the teacher has posted. The class has students of dramatically varying levels, but with the help of a UCLA math coach, the teacher has created an environment of challenge and learning for **all students**.

Social Studies is Angela's next class and her teacher uses one of the new mobile media carts provided by a Partnership donor to illustrate her lecture on ancient Egypt. Third period break is next and Angela picks up an apple in the cafeteria before heading to the refurbished library to study for a Science test. After the break, Angela has English and P.E. followed by lunch, during which she picks up her favorite deli sandwich from the school café and joins friends who work on the school newspaper for a quick lunch meeting with their journalism advisor. After lunch, Angela goes to AVID class for help with note-taking and study strategies. Today in AVID, they plan day trips to UCLA, USC, and Cal State LA. After AVID, Angela has Science and then her last class of the day, Band. Angela is learning flute thanks to instruments donated to the school by a strategic partner of the Partnership.

After school, Angela stops in the APEX classroom where she receives Intervention help for reading. Angela then heads to the gym to cheer on a friend who has a basketball game against the school's rival. The match ends a little after 5:00 pm and it's time to head home, grab some dinner, spend time with her family and then do a couple hours of homework.

## **2. Curriculum and Instruction**

### 2a. Curriculum Map and Summary

The Partnership adheres to existing LAUSD curricular guidelines, and we anticipate that the majority of Carver's teaching staff will continue to use their current LAUSD curriculum. Textbooks are state-adopted, approved by the LAUSD, and 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.

*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 Carver in **identifying curriculum supports and/or supplemental resources needed to bridge gaps and better support student learning**. We are committed to supporting Carver’s site leaders and teachers in implementing alternative core curricula, if that is one of their identified strategies for improving student mastery of content standards.

As a Partnership school, Carver will have the flexibility to deviate from LAUSD’s standard curriculum and assessment system, as long as the plan is well defined, standards-based, A-G aligned (if applicable) and professional development is received by all affected teachers prior to implementation. Many of our schools have exercised the school-based curriculum option successfully. For instance, 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 alternate curriculum, including continued implementation of the Humanitas Program at Roosevelt HS. 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. See Appendix A-8 for list of our standard textbook options by content area and level.

#### 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 (Assistant Superintendent of Instruction or Coordinator of School Improvement) and national experts identified by the Partnership. Additionally, we have collaborative relationships with Local District 5, so our schools are able to participate in district sponsored professional development and LD staff 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 Carver in order to: secure funding to purchase counseling services 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 as well as identifying best practices for students living in out-of-home care.

*Foster Youth:* Carver will continue to have access to LAUSD's Foster Care Unit, which enhances the educational results and academic achievement for students living in out-of-home care (e.g., with relative caregivers, foster care, and group homes.). As a Partnership school, Carver 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:* Carver 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 Carver 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 Carver to ensure that programs and practices are developed to improve attendance in delinquent youth. Each school will be expected to outline their strategy in a written Attendance Improvement Plan. Each plan will include strategies to support training for teachers and classified staff regarding attendance;

school-site attendance strategies; support teams for at-risk students, interventions for at-risk students and potential drop-outs and truancy abatement partnerships. It is the principal's responsibility for managing the school's resources to improve school attendance rates.

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

#### 2d. Accelerated Learning

Under the Partnership's management, Carver 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. Since the majority of students at Carver are minority students, Carver will continue to offer its courses to these students.

*GATES and Honors Courses:* The Partnership will ensure that Carver continues offering honors courses that meet the needs of accelerated learners. An Honors course of study beginning in 6<sup>th</sup> grade is intended to prepare students to succeed in Advanced Placement courses and college. Honors courses also support GATE students, especially if the school does not have a self-contained High-Achiever Magnet program. We will continue to support Carver's existing honor courses and will work with staff to extend the courses to more students.

*APEX Learning:* The Partnership initially funds APEX licenses for our 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 will help implement APEX at Carver to support students performing at grade level. This enrichment opportunity will be **key to supporting Carver's 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 Carver's school constituents are ideally situated to determine which high impact instructional strategies 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 Carver 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 Superintendents of Instruction and Coordinator of School Improvement will provide the intensive on-the-ground supports through the school year with Carver. These staff members will work with schools to identify key instructional strategies and make 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:* To support students with disabilities, each school is required to implement the specific strategies stated in every student's IEP. Best practice strategies implemented by our teachers to support students with disabilities include: heterogeneous cooperative learning groups, assign every student a study-buddy, and implement 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 that **teacher quality is the most critical factor in student learning**, especially for low-income and minority students (Hancock 2006, 2008). Partnership staff will work with Carver teachers to help them plan and implement high quality lessons covering the requisite state content standards every day. We will support teacher planning efforts by working with Carver's administrators to rework their school schedule to provide as much school time as possible for teachers to plan and work collaboratively. See the section 5a for more information on professional development.

The Partnership does not set a mandatory lesson design format; however, Carver staff and 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. Teachers should choose the style that best supports the type of learning that they plan to teach on a particular day.

*Leaders Supporting Improvement of Teacher Practice:* We will teach Carver administrators to approach the improvement of instructional practice in a comprehensive manner. Carver staff will see a marked difference in the approach to and consistent focus on improving practice. We will use the following three vehicles to assess and support Carver students and teachers in the classroom:

1. ***School Instructional Landscaping:*** Landscaping will give Carver 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:*** Carver leaders, coaches, and coordinators will visit classrooms to monitor the practice of teachers on an individual basis and offer support and written feedback. 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 refer to the Partnership's Core Instructional Values. The 3 E's stand for **Expectations, Engagement, and Environment**; the 3 R's stand for **Rigor, Relevance, and Relationships**. The Partnership will work with Carver staff to develop and implement a rubric related to the 3E's and 3R's. Please see Appendix A-10 for examples of rubrics co-developed with current Partnership school site teachers. Rubrics are intended to help 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 Carver will be a curriculum that provides students with a point of access to a variety of skill mastery levels (Leinwand, 2009). Using both the base curriculum and supplementary materials will help to facilitate the incorporation of differentiated instruction. Differentiated instruction includes a variety of strategies incorporating all learning modalities to allow for student access and understanding. The Partnership's approach to improving Mathematics instruction focuses on incorporating appropriate interventions with students, while still allowing them to meet the required grade level standards. Utilizing standards and formative/summative data, teachers are able to make appropriate decisions that will enhance instructional effectiveness.

*Blended Literacy Model:* We will help Carver implement a **balanced literacy framework** to complement the LAUSD core ELA 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. Balanced literacy includes peer conferences and teacher conferences with students but emphasizes students' independence and allows them to become successful readers outside of the classroom. During the independent reading and writing time, the teacher engages in student conferences on an individual or group basis. Teachers can also engage in guided instruction with groups of students who need additional support.

### **3. School Culture and Climate**

#### 3a. School Culture

The Partnership understands Carver 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 first work with the school to identify the school's top priorities related to remaking the school's culture. The Partnership will offer the following strategies to Carver:

*Shared Decision Making:* We will implement a shared decision making framework at Carver, 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 significantly transform the school's culture (Mellard, 2008). Shared decision making is based on the premise that employees, students, and the community make better decisions when people functioning closest to implementation of the potential decision participate in making the decision. Shared decision making will provide opportunities for Carver to explore ways to restructure its delivery of instruction and services (see section 9 for more information on school governance).

*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 is a 3-day off-site learning experience that provides tools for staff to build positive, productive, trusting relationships among themselves and with their students. These processes can transform the classroom and campus environment, paving the way for high performance. Outcomes for training include learning proven, repeatable skills that help:

- Develop safe, trusting, self-managing classrooms

- Improve classroom attendance by building students' motivation and helping them take responsibility for their actions and performance
- Decrease delinquent behaviors such as disruptive outbursts, violent acts, drug use and other risky behavior
- Utilize the EXCEL Model™ and reinforce the role of emotional intelligence in teaching
- Develop students' empathy for diverse cultures and backgrounds

*Student Voices:* We understand student voice is a critical element in development of school-wide culture (DuFur, 2010; Hopkins, 2008). We work with consultants from EDEquity to conduct and tape group sessions with our students, and help bring student voice to the table. The Student Voice facilitation will support the transformation of Carver by dedicating time to explicitly listen to student's perceptions of key indicators such delivery of culturally conscious and rigorous instruction, adult/student relationships, dealing with social/racial conflict. The facilitation by EDEquity associates provides important qualitative data to assist administrators and teachers in providing curriculum, instruction, and environments that are relevant, rigorous, and responsive to improving academic achievement.

*Family and Community Engagement:* As mentioned previously, we will support Carver 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 8b.

*Uniforms:* The Partnership believes strongly in implementing a uniform policy at all its schools, and we will help Carver administrators continue to promote their uniform policy. We believe that uniforms promote safe and scholarly environments. All Partnership middle schools have successfully implemented mandatory uniform policies. Each school worked collaboratively with multiple stakeholders to develop a comprehensive policy that best meets the needs of parents and students. The Partnership will provide technical and financial resources to Carver in developing and implementing their uniform policies. See attached sample uniform policy in Appendix A-11.

*Attendance, Discipline and Changed Environments:* The Partnership schools have seen improvements in their school cultures, as noted by the following statistics:

- As of December 2009, all Partnership schools have reduced their year-to-date suspension rate by 45% compared December 2008
- Stevenson MS reduced student suspension rate by 90%, Hollenbeck MS reduced it by 73% and Markham by 47% during the 2008-09 school year
- Santee attendance improved 4.1% in their annual attendance rate. This was the largest increase in LAUSD
- Uniform compliance at each middle school is well over 95%

### 3b. College and Career Readiness

*8<sup>th</sup> Grade Algebra for All:* We will work with Carver staff to analyze the strengths of their current mathematics program and determine how to redesign the master schedule to achieve Algebra 1 for all 8<sup>th</sup> graders in a timely and effective manner. Research has shown that students who take and pass Algebra in 8<sup>th</sup> grade have higher rates of high school graduation, as well as higher rates of acceptance to college and college enrollment (EdSource, 2009; Ingels, 2002). Preparing students to

pass Algebra 1 in 8<sup>th</sup> grade not only requires improving access issues (such as finding qualified teachers), but also necessitates strengthening the entire middle school mathematics program.

*Advancement Via Individual Determination (AVID):* AVID is a middle school college preparatory program. Our AVID programs are partially supported by a private donor and are designed to help underachieving students prepare for and succeed in colleges and universities. Students in the program commit themselves to improvement and preparation for college. AVID offers a rigorous program of instruction in academic “survival skills” and college level entry skills.

*University and Community College Partnerships:* The Partnership has worked diligently over the last year to cultivate and develop some key relationships with area UCs, CSUs, and private universities. For example, the Partnership has a strategic alliance with UCLA Center X, a department within the Graduate School of Education and Information Sciences, to provide a host of services to Partnership schools. During summer 2010, UCLA will host approximately 200 Partnership middle school students for a 4-day summer bridge program on the UCLA campus focusing pre-Algebra skills development, creative writing, and college and career readiness activities. Carver’s students will benefit tremendously from this summer institute.

Markham MS also has a strategic partnership with Cal State-Dominguez Hills that offers students consistent and continued exposure to the college environment. Each grade level at Markham visits the university approximately 3 to 4 times per year. While students are on campus for the day, they are also chaperoned by college students and have the opportunity to connect with successful students that have overcome similar odds faced by Markham’s students.

*Promotion Policy:* We are in support of LAUSD’s promotion and retention policy and will work with Carver to ensure the policy is implemented with fidelity.

### 3c. School Calendar/Schedule

Partnership schools follow the LAUSD school calendar. We will maintain the current schedule of Carver Middle 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, Carver students will be able to continue participating in all existing LAUSD athletic and extracurricular activities, as well as newly funded and created programs and projects developed solely for Partnership schools. Examples of these additional Partnership instigated extracurricular activities have included field trips, a film production competition, a collaboration with the YMCA to provide after school sports and tutoring programs for students at Markham Middle School, and others. Through relationships with private sector entities as well as the Mayor’s Office of Education, Youth and Families (EYF), the Partnership has been able to develop myriad extracurricular activities tailored to the needs and

interests of students. For further information regarding specific programming provided by the Mayor's EYF, please see Appendix A-12.

### 3e. Safe & Respectful Campus

Student and staff safety is a priority at all Partnership schools. We work closely with LAUSD's local district operations coordinators and central office staff to coordinate on all areas of school safety to ensure that Carver students are safe. To help achieve improvements in student attendance and suspension rates (see data in Appendix A-2), the Partnership invests in the following key areas below:

*On-campus Safety:* At the other Partnership schools, we completed a campus security and safety needs assessment with a consultant, who identified high impact safety and security policy revisions that schools were able to implement. Out of these recommendations, we provided all campus supervision aides with uniforms, altered supervision schedules and responsibilities, and differentiated lunch and nutrition break schedules. We also plan to work with LAUSD to implement the district's school safety data mapping program at Carver. This program collects student information to understand the "hot spot" parts of the campus and surrounding community. This data helps inform school-specific safety strategies that truly take into account the needs of the school and community.

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

*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 Carver students face on their way to and from school through collaborative efforts with the City of Los Angeles. At many of our schools, we have implemented the Safety Valet program, a successful program that trains parents in elementary and middle schools on how to direct traffic and ensure that students do not face hazards from cars when they are dropped off at school.

*School Cleanliness:* The Partnership has the highest standards and expectations for cleanliness of school sites. See section 13 for more information on cleanliness and facilities improvements.

*Small Schools:* The Partnership believes that small schools offer an environment more conducive to: academic rigor; relevance for student learning; meaningful and personalized relationships between teachers and students; and demonstrable student achievement. In smaller schools, healthy relationships among adults and students help ensure powerful learning (Wasely, 2003). The Partnership intends to work with the Carver school community to investigate the best way to transition Carver to small schools. Carver's impending move to traditional track in 2011-2012 provides the right opportunity to examine the options for small school conversion. The Partnership has experience moving large comprehensive secondary schools into groups of small schools and is currently at different stages in process of transitioning both Roosevelt High and Santee High into groups of small schools.

*Discipline:* We will work with Carver 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 who needed support in this area, and others who 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 SY2008-09, 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-16. We supplement these policies with additional supports and investments.

### 3f. Health Mandates

No child will be denied a 504 Plan at Carver. 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 Carver, 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 actually 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 goals and metrics are collaboratively developed with the school's leaders and teachers. Having said that, at a minimum the Partnership expects that proficiency levels for CST in core subjects will grow between 3 and 5% in the first year we work with the school. In years two through five of the transformation, after considerable systems and culture realignment work with staff, we expect an accelerated growth rate in proficiency levels of at least 5% to 10% per year. For Carver Middle School, the growth trajectory is shown in the accountability matrix (see Appendix A-15). The Partnership also will work Carver 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

Carver Middle School will participate in the California Standardized Testing and Reporting (STAR) Program, which includes the California Standards Test in English Language Arts, Mathematics, Science, and History-Social Science. Partnership schools also follow the district assessment

windows for the California English Language Development Test, the Standards-Based Test in Spanish, and the California Physical Fitness Test. For more detailed information see Appendix A-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. We also 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 Carver in the use of data that informs the practice of individual teachers and efforts to transform the school (Schmoker, 2006; White, 2005). The Partnership trains school stakeholders so they are able to work individually and collectively to examine outcomes-based achievement data, formative assessment measures of student performance, students' work products, **and use their findings** to develop strategies for improvement based on these data.

With guidance of Partnership professionals, Carver leaders and teachers will be expected to implement a step-by-step data analysis protocol. The data analysis protocol is a systems approach to school improvement, which uses in-depth analysis of 1) student achievement analysis; 2) current instructional practice; and 3) school-wide governance structures. The protocol will provide Carver 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 practice 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 and Core K12 are the main LAUSD systems Carver leaders and teachers will use to analyze information about students' mastery of core content and learning strengths and weaknesses. Both 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 latitude to make local decisions for improvement at their school. Carver will continue to utilize the following district data systems: SIS, ISIS, CORE K12, and MyData systems for enrollment, attendance, grade reporting, periodic assessments, and data analysis. 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. Carver will continue to use LAUSD data systems and surveys to ensure LAUSD has the necessary data available to generate a School Report Card for Carver. 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. As an active participant in the iDesign Division, we actively share best practices with other LAUSD schools.

#### 4g. Operational Goals and Metrics

The Partnership provides supplementary services in some critical areas and works 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 that help improve student achievement.

Appendix A-18 contains our proposed operational goals and metrics for Carver. We believe in developing goals collaboratively with school sites, and we expect to finalize these goals after we start working with Carver. We track our goals and metrics using data from the Partnership and LAUSD.

Working with the Partnership, Carver will meet all accountabilities laid out in No Child Left Behind (NCLB). See Appendix 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). LAUSD is required to track these goals and we will leverage their data systems to make sure Carver is tracking and meeting NCLB accountabilities.

Finally, we will work with LAUSD to track and meet the indicators listed in the Modified Consent Decree (MCD) for Carver. See Appendix A-20 for a list of the Outcomes in the Modified Consent Decree and section 7.a.i for more detail on our special education program. Similar to NCLB, we will work collaboratively with LAUSD 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 Carver 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 Carver'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 Carver 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 Carver's administration. See Appendix A-9 for the Instructional Support organization chart.

The Partnership will support study trips for Carver 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 SY09-10 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's 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 Carver 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 Carver's administration and teachers to enhance the professional development program at Carver. Below are several strategies related to professional development that will be implemented in collaboration with the team at Carver. Final decisions related to the content and delivery of professional development sit with the Carver 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 Carver 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 Carver have a coach for each core content area (Ellison, 2003). The Partnership will provide training to Carver'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 Carver. 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: Carver’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 Carver staff with training and tools for instructional landscaping.
- Highlighting Quality Instruction: The Partnership will analyze student achievement data with the Carver administrative team to identify the teachers at Carver that are making the greatest student achievement gains. These teachers will be asked to be **role models, mentor teachers, and “positive deviants”** in the school in order to accelerate the instructional improvement of their colleagues (Sparks, 2004).
- Common Planning Time: The Partnership will work with Carver 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 Carver to provide supports and Carver 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 Carver’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 Carver with high performing middle schools that serve similar student populations so that teachers can observe and learn from the work of their peers at other schools.

#### 5b. Teacher Orientation

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

#### 5c. Professional Development Calendar

Each September, the school leadership team (including the principal, lead teachers, and coaches) develop the final professional development calendar for the year, based on prior year California Standards Test (CST) results and the needs of students actually enrolled at the school. We believe that professional development should be site-specific and based on the particular needs of students and teachers. Within the regular school year, a typical teacher at Carver may have approximately 150 hours of site-based professional development. If a teacher takes advantage of the optional professional development opportunities offered by the Partnership on weekends and summer break, then they could receive up to an estimated additional 65 hours of professional development. Teachers have other opportunities for PD such as Capturing Kid's Hearts, Intervention and Acceleration Teams, MyData/Core K12 training, and Best Practice Study Trips/Peer Observations. This can add an additional 80 hours of development for staff per year. See sample professional development calendar in Appendix A-21.

#### 5d. Program Evaluation

We will work with the Carver staff to ensure they are consistently evaluating their professional development program and will recommend that they use feedback surveys after each professional development session. In addition to this, the Partnership will provide support in the following two ways: First, we will complete a mid-year and end-of-year evaluation of professional development by surveying all teachers (see attached sample Evaluation of Professional Development Survey in Appendix A-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. We also examine this data disaggregated by ethnicity and language proficiency to ensure that we are addressing the needs of all learners. See sample strand analysis in Appendix A-23.

### **6. Professional Culture**

#### 6a. Professional Culture

The Partnership for Los Angeles Schools will work with Carver Middle School to establish a professional culture that is collegial, collaborative and focused on increasing student achievement. We fundamentally believe that all Carver staff members play a critical role in the education of Carver students. Therefore, it is critical everyone on the campus is treated professionally and feels

like they are a member of the team. The Partnership will employ the following strategies at Carver to help build the professional culture required to rapidly accelerate student achievement:

*Shared Decision Making:* The Partnership will support Carver 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 Carver 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 Carver to ensure that teams and individuals are setting clear goals for their work. These goals will be well understood by all members of the Carver team so that all employees clearly understand each others' roles in accelerating student achievement.

*Effective Communication:* The Partnership will work with the school site staff and principal to ensure that communication is regular and two-way. At Carver, 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 Carver.

Given that Carver will remain a part of LAUSD if it works with the Partnership, Carver 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 Carver 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 Carver’s 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 Appendix A-24 for a copy of this rubric.
- *Reviews over the year.* We will provide the Carver principal a mid-year and end-of-year review using the rubric as the foundation. We also will provide Carver’s 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:* Carver will utilize the LAUSD system and protocols for the formal evaluation of all of its teachers. However, we will ensure that the principal also provides on-going feedback to all 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 Carver, our goal is for every teacher to feel supported by our team and their school’s administrative team as they 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 takes 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 SY2008-09, we have implemented regularly scheduled teacher-only focus groups and feedback sessions for the SY2009-10. 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**

### 7.a. Specialized Instruction

We believe that providing high quality instruction to all students is essential to close racial and programmatic achievement gaps between and among sub-groups of students; rapidly accelerate achievement among consistently underperforming individual and/or racial and programmatic sub-groups; and improve overall school performance. **We strive to meet the needs of all students by implementing the “Response to Intervention” (RTI) model.** RTI is a process of instruction, assessment, and intervention that allows schools to identify struggling students early, provide appropriate instructional interventions, and increase the likelihood 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:* Carver 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 Carver.

Procedures and processes that Carver 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 Carver 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 consistent with district policies and procedures. The Partnership can provide additional support as needed.

To assess compliance across the district, Carver (like all other LAUSD schools) is 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:* Carver Middle School will continue to have access to the resources and technical assistance provided by LAUSD's Division of Special Education for eligible students. LAUSD offers Carver support in the areas of autism, deaf and hard of hearing, inclusion, and the visually impaired. Carver 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 Carver's efforts to adhere the special education program will adhere to all applicable Federal, State and District guidelines.

As an LAUSD school, Carver will have access to a range of options and services that can 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, Carver will work together with LAUSD's Special Education Division with students and their families to determine possible placement in a non-public school under contract with the district.

Currently the placement of all students in Partnership secondary schools is done through their Individualized Education Program (IEP). These students also have access to a highly qualified site-based Resource Specialist. In addition, the Resource Specialist collaborates and consults with staff and regular classroom teachers to ensure student placements are in the least restrictive environments possible. Lastly, a full-time Bridge Coordinator monitors all aspects of the special education program at their school to ensure that all provisions of the Modified Consent Decree are met. The Partnership will serve as a resource to Carver 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 personal 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 schools implement a research-based approach to supporting ELLs and 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. Academic English should be explicitly taught throughout the day — during content area instruction, reading instruction, and English language development (Heller, 2004; Marzano, 2001, 2003; Tomlinson, 1999; Williams, 2003).

#### 7.b. At-risk Students

We will offer intervention classes and enrichment clubs to meet the academic needs of all of Carver 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.** Carver’s leadership will approach the academic needs of our students progressively and aggressively, guaranteeing that each student is assigned to classes and/or clubs aligned to specific deficit areas indicated by state assessment and benchmark data results. Every child will receive a student academic menu, outlining areas of proficiency for further growth and areas where academic support is needed.

*Interventions and Acceleration:* The RTI intervention model gives our schools a framework for acceleration without mandating that all schools implement the same intervention program. School Intervention Teams have autonomy on how interventions will be designed and what instructional practices will be targeted using the RTI framework and assessment data as a way to design targeted intervention and acceleration programs. Tier III of the RTI framework is the level of intervention that supports the school’s neediest students, including students with behavior and emotional issues and truancy. **These students are identified through the Student Study Team process.** The Student Study Team includes school support staff such as a psychiatric social worker, nurse, 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 supports high-need students.

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

- Each of the targeted AYP subgroups are appropriately identified for extended day services and have processes to ensure that students are participating in these services
- The identified students are regularly monitored through analysis of periodic assessments and/or authentic, school-developed formative assessments

- The program(s) utilize high quality, targeted intervention materials and staff analyze pre/post assessment data to evaluate growth targets and program effectiveness, and
- Intervention teachers have 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 included in LAUSD's Public School Choice Initiative, however we specifically chose Carver because it is located within our current Family of Schools, also known as a feeder pattern. Carver students feed into Santee Education Complex and Jefferson High School. Santee is currently under the management of the Partnership through 2014 per the MOU with the LAUSD. 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 Carver due to the communities' vast needs for improved 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:

- 75% of the persons 25 years or older have not completed high school,
- 50% of the households have incomes less than \$25,000, and
- 50% 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 strong relationships with various community organizations to provide insight, solutions, and services to the Partnership school communities. We currently have over 25 organizations that participate in our community collaborative in this school community (see Key Community Partnerships 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 implements family and community engagement programs focusing 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:* Carver 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).

Carver 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 Carver 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. Last year alone there were over 15,000 instances of parent and community volunteerism in Partnership Schools. See the Family and Community Engagement Rubric in Appendix A-26.

Carver will also benefit from being a part of the broader Partnership Family and Community Engagement network. The Partnership recognizes the efforts of schools and parents who contribute to our schools through a weekly "Family and Community Engagement School of the Week" email. The Partnership also hosts an annual Family and Community Engagement Awards ceremony 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 Carver'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 Carver will have access to funds during the SY2010-11 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 curricula for parents.

*Communication with Parents:* Carver will be expected to 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. Carver will also be expected to 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 also be encouraged to solve problems at the school level. All Partnership principals have an open-door policy for every parent. If Carver cannot satisfactorily solve the parent concern, then parents will have the right to file a Uniform Complaint as outlined in the LAUSD Uniform Complaint Procedure attached in Appendix A-27. Partnership staff is available to address parent and student concerns, as every parent can contact the Partnership directly to share their concerns.

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

#### 8c. Key Community Partnerships

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

We will actively integrate Carver into our broader community work. This past year, the Partnership developed a Community Collaborative in Central/South Los Angeles, which consists of 25 organizations (including A Place Called Home and CD Tech, 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 the Carver school community. Ultimately, the collaborative will ensure that students from all Partnership schools have access to enriching activities throughout the entire day, and to share best practices across all the service-providing organizations. See Appendix A-28 for letter of support from community 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. Partners are selected based on the educational and resource needs of our school. Our goal is to match our partner's interest with the school needs.

For example, Time Warner and Discovery Education teamed up to bring new computers and an innovative education program to Markham and Gompers Middle Schools. Their contributions have provided the school communities with access to new technology that empowers teachers to engage students in learning. In addition to the new computers for the school labs, Time Warner Cable donated mobile media carts with laptops, digital projectors and screens so teachers can more easily access technology in their own classrooms. To compliment and maximize the use of this new hardware, Discovery Education supplied both schools with standards-based digital resources that feature an expansive online library of educational content.

Currently, City Year is operating at Figueroa Street ES, Sunrise ES, Markham MS, and Hollenbeck MS. At three schools, City Year is using their “Whole School, Whole Child” service model providing academic support, attendance monitoring, incentives for positive behavior, and after-school programming. This model has proven to dramatically improve student attendance and overall academic achievement for students. However, at Hollenbeck, City Year is piloting their “In School and On Track” model, which matches corps members with specific 6th grade students who have 3 or more drop out risk factors. Once matched the corps members attend classes with the students and provide after school tutoring and enrichment support. These corps members will continue to work with the students from 6th-8th grade.

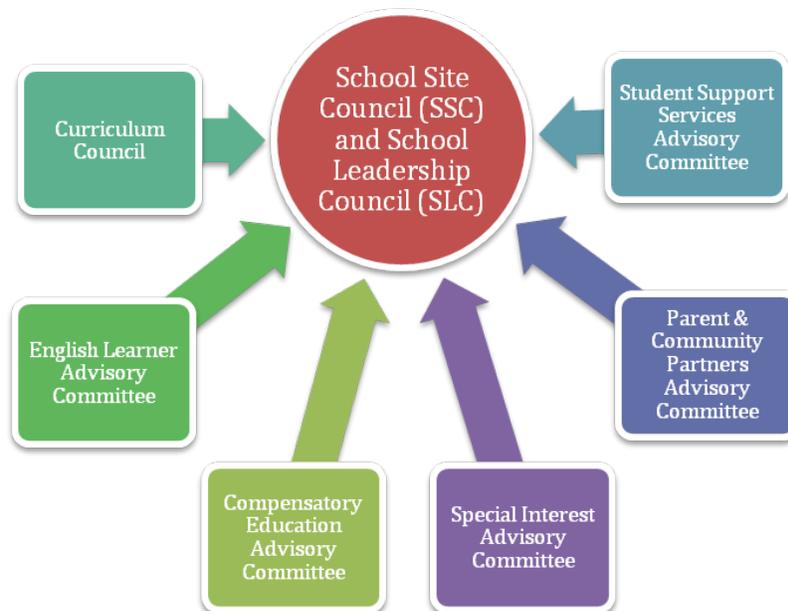
The Partnership intends to bring similar resources to the Carver school community. Our goal is to create at least two meaningful, strategic partnerships per year, based on the needs of the campus.

## 9. School Governance

### 9.a School and Advisory Organizational Charts

When we begin work with Carver Middle 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, 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, School Leadership Council, ELAC and CEAC.**

Shown below is the Partnership’s recommended model for shared decision-making and developing a participatory culture at our schools. Carver 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 governing Board of Education for approval
  - Provide ongoing monitoring of the implementation of the plan with the principal, teachers and other school staff members.
2. School Leadership Council (D): As outlined in the UTLA Bargaining Agreement, SLCs are responsible for the staff development program, student discipline guidelines and code of conduct, scheduling school activities and events, setting guidelines for use of school equipment, and deciding on allocations of certain school budgets.
3. Compensatory Education Advisory Committee (A): Makes recommendations and develops programs to raise the achievement of disadvantaged students.
4. English Learner Advisory Committee (A): Makes recommendations regarding the development, implementation, and evaluation of the English Learner Master Plan. Participates in the development of the Single Plan for Student Achievement, English Learner Categorical Budget(s), school needs assessment, and trainings/workshops to improve the achievement of English Learners.
5. Curriculum Council (A): Makes recommendations regarding teacher professional development, instructional materials, instructional technology, assessment, instruction, and curriculum to improve student achievement.
6. Student Support Services Advisory Committee (A): Makes recommendations for effective, research-based programs, practices, and policies regarding student discipline, attendance, intervention, enrichment, and recognition to improve student achievement.
7. Parent and Community Partners Advisory Committee (A): Makes recommendations to improve parental and community involvement to improve student achievement.
8. Special Interest Advisory Committee (A): Makes recommendations for special events and recognition programs for students, parents, and staff. Facilitates problem/solution focus groups and forums regarding emergent school related issues to improve student achievement.

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

To build the capacity of site leaders to implement effective shared decision-making practices, the Partnership will provide ongoing training for Carver'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; and 7) Develop, implement, monitor, and evaluate the Single Plan for Student Achievement (SPSA).

## **10. School Leadership and Staffing Plans**

### 10a. Leadership Team

The Partnership's support team consists of 27 education professionals with a history of success in working with low performing schools with similar demographic characteristics. The team has expertise in school administration, education reform, charter schools, business, and public policy. 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.

### 10b. Staffing Model

The Partnership works with the existing school sites; therefore, we will start with the existing school staff at Carver when we begin working with the school. Carver will have control over its budget so the school can make the staffing adjustments that meet the best needs of the school community. Our model is based on the belief that the Carver 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. The Partnership's school-site empowerment model includes school site budgets and staffing. Carver will have the authority to make budgetary decisions based on the school's unique needs, including decisions on the staffing model needed by the school.

We want to help Carver have class sizes that are as low as possible. As part of QEIA, Carver's class size needs to be 25.0 in 6<sup>th</sup> grade, 24.4 in 7<sup>th</sup> grade and 22.1 in 8<sup>th</sup> grade next year. In 2008-09, for example, Carver's class size was 25.3, 21.6, and 24.6 in grades 6, 7 and 8 compared to their targets of 28.8, 27.7 and 25.4. We will develop a plan with the Carver community to continue Carver's success in lower these class size reduction goals and exceed them as much as possible. Working with the Partnership, Markham lowered its class sizes by 6.9 in 6<sup>th</sup> grade, 1.2 in 7<sup>th</sup> grade and 4.3 in 8<sup>th</sup> grade, which substantially exceeded the school's QEIA accountability targets.

As described further in section 12a, Carver's participation in Transparent Budgeting/Per Pupil Funding in SY2010-11 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. Carver students will still be offered all the mandated special education services and direct support offered to LAUSD students, such as interpreters, translators, and special education assistants. Please see section 7.a.i for additional information.

### 10c. Compensation

Under the Partnership's management, all of Carver's existing staff will remain district employees. Therefore, staff will remain on the district's salary schedule, with the district's benefits package, according to all relevant collective bargaining agreements.

The Partnership offers some additional compensation to teachers and staff who work on days outside the window of their contractual work year. The Partnership typically pays administrators and teachers for additional work outside of their contract year based on the standard LAUSD professional development rate or their X-time/Z-time rate (depending on the type of work being asked of the employee). Examples of ways we implement this at our current schools include: paying our principals additional compensation to work an A-basis (year-round) calendar, and compensating our teachers for additional professional development sessions in the summer and on weekends. 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

In the Partnership, it is essential that principals are accomplished educators. The principal is the instructional leader for Carver 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 Carver principal.

We are committed to hiring the very best leaders for the Carver school community. In hiring our process, we welcome diverse candidates representing all races, backgrounds, ethnicities, genders, and religious affiliations. Our hiring process for the principal contains three major phases: job posting and resume screening; hiring committee interviews; and final interviews and selection. Additional detail is provided in Appendix A-30.

The Partnership makes the final hiring decision for the principal with the input from various stakeholders during this process. We will also work with LAUSD and the current site leadership at Carver to determine whether the principal meets the leadership criteria and is a good match for the school community. This decision will be made before the end of the school and if necessary, a new leader will be hired as soon as possible after July 1, 2010.

#### 10e. Leadership Team Beyond the Principal

As a true distributed leadership model, the school leadership team at Carver will be very broad. Typical leadership positions at our schools include: **Assistant Principals, Instructional Specialists, Title 1, Bilingual or other Coordinators, UTLA Leadership, Department Chairs, Instructional Coaches, Plant Manager, and School Administrative Assistants (SAA)**. Please see Appendix A-31 for job descriptions.

Our model empowers these positions to lead on the Carver campus. As mentioned earlier, we will provide focused development opportunities for each of these positions, which were described earlier in this document. We will also train the Carver principal on how to effectively lead in this distributed model.

One unique leadership position the Partnership has implemented are Instructional Specialists. These administrative positions accelerate 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 A-31.

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. This process will ensure that the Carver 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 Carver who wish to remain with the school and embark on this transformation journey together.

As described further in section 11, 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 national recognized programs such as The New Teacher Project and Teach for America. We also place multiple targeted advertisements, run career fairs, and have our own teacher recruitment website.
- *Hiring processes:* Once the candidate pool is developed, the Partnership will support Carver in setting up a sound hiring process and we accelerate our hiring timelines in order to access talent. We help establish hiring committees at each school site representing a broad set of stakeholders and train them on running a strong process to attract talent. For example, the committee will develop interview questions and draft a promotional flyer to highlight the benefits of teaching at Carver (see Appendix A-32 for a sample from Markham MS).
- *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 that teachers perform a model lesson before a hiring decision is made.
- *Processing of candidates.* Because all teachers are LAUSD employees, we utilize LAUSD's hiring processes, including the processing of teachers, fingerprinting, and other steps necessary to hire new teachers.
- *On-boarding.* Once candidates are hired, they will receive additional training that will allow them to continue to grow professionally. See section 5b for additional detail about our orientation process.

Over the past two years, Partnership schools have had a strong 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 make Carver 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 Carver 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 Appendix A-33. We expect all candidates hired to believe strongly that all students can learn at exceptional levels. Note that Carver staff will customize this description, as desired by the school site. Please note that although we are an internal applicant, we do not have access to the teacher roster for Carver.

## **11. Operations**

### 11.a Internal Application

A key lever of the Partnership model, as described earlier in this application, 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 can successfully absorb Carver 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.

Our MOU with LAUSD describes in detail the operational model for Partnership schools. The MOU is attached to this application for reference (Appendix A-7). As the MOU indicates, Carver will receive operational support from three sources:

- First, LAUSD will provide Carver 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 Carver 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.

Carver 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 Carver 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 leadership, 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 Carver to benefit from the same strategies.

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

*Human Resources:* Carver will benefit from our strong working relationship with the LAUSD Human Resources Division and Office of Staff Relations. As described in section 10f 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 Carver. Our collaboration has spanned maintenance and operations, capital projects, deferred maintenance and community beautification events.

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

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

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

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

#### 11b. External Applicants

Not Applicable

#### 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 Carver. 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 operating schools, 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 Carver 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 A-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 Carver so a vital component will be to ensure that the operational strategies employed during the start-up phase strategically support Carver's instructional goals.

The Partnership integrated ten 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 Carver. We will employ the following strategies to transition Carver:

- Initiate a transition team, consisting of a cross-section of school site employees (teachers, classified staff, administrators, etc.) who are committed to the Carver 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 Carver 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, that the Workforce Stability Taskforce has developed the menu of services that focus on "required," "foundational" and "optional" services, and that these services could benefit Carver. We will work closely with Carver to determine which foundational and optional services the school no longer wants to utilize, as well as which additional new services the school wants to purchase. The factors taken into consideration will be cost, service level and school site prioritization relative to other budget items.

The Partnership schools have, in some instances, used outside vendors to provide services in addition to those 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's privately raised philanthropic dollars. All of the contracts using district funds were approved by LAUSD. For example, our schools have opted to contract with outside organizations to provide coaching services through Center X at UCLA, on-line credit recovery and CAHSEE preparation through APEX, and community and campus security through the Conflict Resolution Suppression Team (CRST).

## **12. Finances**

### 12a. Funding

The Partnership is a unique collaboration with LAUSD through the iDesign division, and Carver will still be an LAUSD school. Therefore, Carver 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 additional funding and support staff that we fund through private philanthropic sources. Therefore, as a Partnership school, Carver will receive more funding and support – 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 SY2009-10, all Partnership schools are members of "phase 1" of implementation with approximately 30 other LAUSD schools. Beginning in SY2010-11, we will more fully implement Per Pupil Funding. Our deep experience developing the model, and our experience in the Per Pupil Funding pilot program provide us with a depth of knowledge and expertise that will support Carver's budget development process.

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

- A more transparent budget that clearly shows what funds the school receives, the overhead allocated to Carver, and the school site spending decisions that Carver makes.
- A more flexible budget that allows Carver to make decisions about budgets that previously were made by individuals in the central office. For example: Carver will no longer be subjected to norm-based staffing. Instead, the school will receive a budget and can decide how many positions to purchase. All of these flexibilities will allow Carver to customize its instructional model to meet its needs. We will provide as much flexibility as possible for Carver. Our current goal with LAUSD is to allocate 80% of all possible funding to Carver, which represents an increase over previous years when schools had flexibility over only approximately 5-15% of their funding.
- Potentially more funding. Transparent/per pupil budgeting more equitably allocating funds to schools on a per student basis. Typically, schools in low-income areas are penalized under current funding models, so we anticipate that Carver 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, Carver will receive more funds and support services working with the Partnership because we supplement public funding sources with privately raised dollars. See section 12b below for additional details on our fundraising status. Attached is a three-year budget for the Partnership, which shows exactly what funds have been invested in the other Partnership schools to date (see Appendix A-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 across all our school. This represents approximately \$500 per student overall, or an increase in funding of between 5% - 10%.

### 12b. Budget Narrative

As an LAUSD school, budgeting for Carver's public resources will be similar to other LAUSD schools. The Partnership enhances this process with our additional supports described above. The school develops its own budget with the Partnership's support. We provide recommendations, strategic guidance, best practice research, and technical assistance. Attached is a summary of Carver'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 Carver 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 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 biographies 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. 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). The \$215,000 will support our additional resource needs for all four schools the Partnership is submitting applications for in the School Choice Resolution process. As you'll see, 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.

Regarding fundraising, the Partnership will actively raise funds from private sources for Carver. Most of the funds we have raised to date are reflected in the Partnership's budgets. Since 2007, the Partnership has received funding commitments for more than \$58 million dollars spread over ten 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 & 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 8 years, highlighting our strong financial sustainability.

We will also raise in-kind resources for Carver 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 of in-kind resources and we expect to raise more in 2009-10.

### 12c. Internal Financial Controls

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

For the Partnership's funding sources, we have developed our own rigorous financial controls. These are well documented in our fiscal policies handbook, employee handbook and credit card policy, included as Appendix A-39. We take our responsibility to manage our funds very seriously and ensure the absolute highest standards with our internal controls.

Our Chief Operating Officer is responsible for generating all financial reports for the Partnership, in conjunction with our accounting firm, ExEd. Our Chief Operating Officer has a Masters in Business Administration and is skilled at financial management activities. Our Chief Executive Officer also has deep experience managing budgets as the former President of Green Dot Public Schools and as a former investment banker. The Partnership's accounting firm, ExEd, provides additional expertise. ExEd manages the finances for many charter schools in the Los Angeles area and has the highest standards for financial management. Financial reports are generated for the Partnership management every month, and reports are presented to our Board of Directors in a publicly noticed meeting every two months. 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: 1) Maintenance and Operations (M&O), which includes service calls for routine repairs, custodial support, pest management and other daily plant management issues; 2) Alterations and Improvements (A&I), which includes bond-funded projects that exceed the scope of work of general repairs; 3) Deferred maintenance projects; and 4) 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 Carver.

The Partnership will supplement these LAUSD services to provide even stronger service to Carver. 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 Carver for site visits/inspections, as a way to provide feedback and have dialogue with the school about what is/is not working well.
- *Graffiti Abatement Programs:* We will develop specific programs and protocols with the district, Carver staff and the City of Los Angeles to remove graffiti rapidly.
- *Campus Conversion Support:* We provide intensive supports to schools considering a major change in their facilities use. For example, at Roosevelt HS, we worked with the school to move them from a year-round calendar to a traditional calendar a year earlier than scheduled.
- *Private Philanthropic Investments:* We will leverage our partnerships with donors and the City of Los Angeles to provide Carver with in-kind donations (volunteers, goods and services) for campus beautification projects. Examples of investments we have made in our schools include an upgraded of parent centers, gum removal, painting and installation of equipment. We will also leverage other partnerships with donors and the City of Los Angeles to provide Carver 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 the substantial improvements in our schools' Williams inspections. Four out of our nine schools, or 44%, received a higher Williams rating than the year before (note that one of our schools was not inspected).

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