

Los Angeles Unified School District
Operating New Schools and Improving
Underperforming Schools

Process for the 2009-10 School Year

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Superintendent's Message

Dear Prospective Partner,

The Los Angeles Unified School District's vision is that every student will receive a quality education in a safe, caring environment, and every graduate will be college-prepared and career-ready.

To reach our vision, the Los Angeles Unified School District will finish construction of more than 50 new schools and will begin operations in the next three years. In addition the Los Angeles School District will be providing targeted support to 260 schools that are underperforming (in Program Improvement 3+ status). We will be using an educational framework called Response to Instruction and Intervention (RTI²).

I believe that all innovative school models should not just be celebrated – they should also be fully supported and encouraged to help the District improve the academic achievement and graduation rates for ALL of our students. As a result, we are reaching out to parents, students, educators and communities-at-large, to consider joining us to expand the number of quality schools options available to our children.

This document outlines the process by which teams can be considered to submit a plan for a school beginning in 2010.

We all know that families and communities are essential to the success of a school. I expect applicants to understand the communities where new or existing schools are based and to collaborate with the community to build a vision and plan for the campus. The overall plan for these schools should build upon the learning from our most successful school strategies and teachers and connect to our feeder schools (i.e. pre-K to elementary to middle school to high school and adult education).

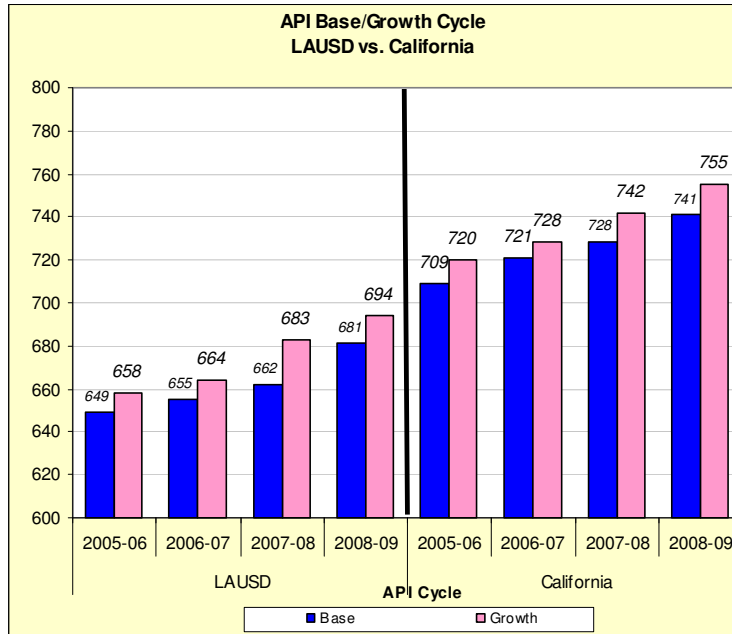
I look forward to learning more about your plan to serve our students and their families. Thank you in advance for your willingness to take on this challenging and rewarding work. For more information about our school district, including this process, please visit www.lausd.net.

Sincerely,

Ramon Cortines

Where We Stand Now

Despite having many strong schools in our District, too many of our children are enrolled in schools that have not made progress. The data below is a snapshot of our District's current state, the progress that we have made and the work that we have ahead of us to ensure all children are able to receive a high quality education.



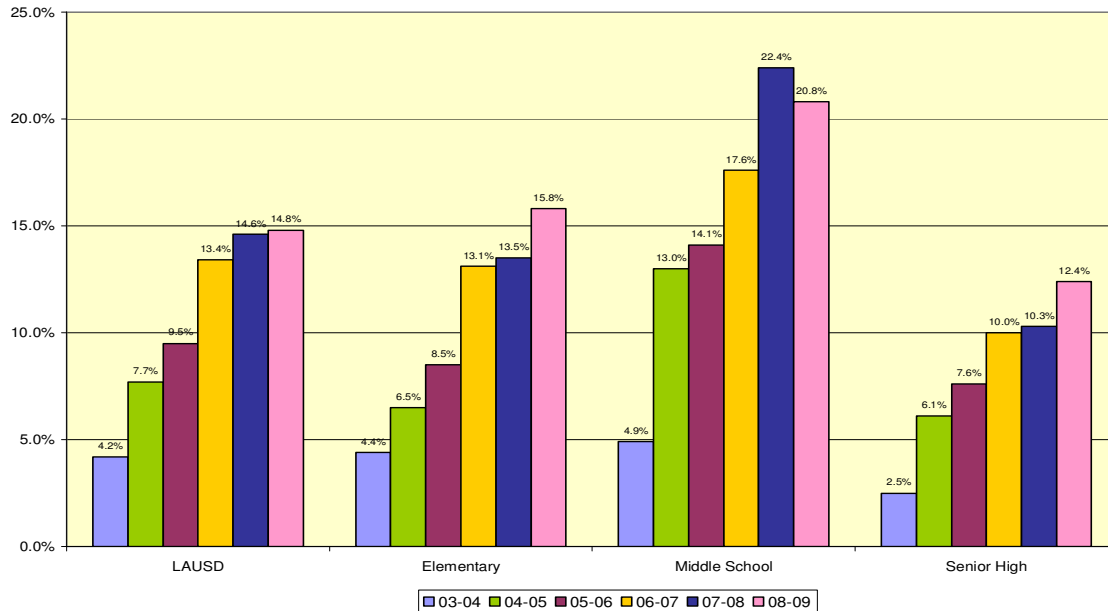
Subgroups	LAUSD			California		
	2008 Base	2009 Growth	Growth Points	2008 Base	2009 Growth	Growth Points
ALL STUDENTS	681	694	13	741	755	14
African American	627	643	16	659	674	15
American Indian or Alaska Native	706	716	10	708	719	11
Asian	863	874	11	865	878	13
Filipino	818	829	11	824	838	14
Hispanic or Latino	658	671	13	683	698	15
Pacific Islander	710	725	15	734	746	12
White (not of Hispanic origin)	820	832	12	814	828	14
Socio-economically Disadvantaged	662	676	14	681	696	15
English Learners	626	634	8	663	677	14
Students with Disabilities	469	485	16	552	566	14

Number and Percent of Schools Meeting API Targets

Number and Percent of Schools Meeting API Targets

	# of schools*	# Met Schoolwide	# Met Subgroups	# Met All Targets	% Met Schoolwide	% Met Subgroups	% Met All Targets
LAUSD							
Elementary	453	339	252	251	75%	56%	55%
Middle	72	49	5	5	68%	7%	7%
High School	69	38	20	20	55%	29%	29%
All Schools	594	426	277	276	72%	47%	46%
iDesign							
Elementary	7	5	4	4	71%	57%	57%
Middle	6	3	1	1	50%	17%	17%
High School	6	4	1	1	67%	17%	17%
All Schools	19	12	6	6	63%	32%	32%
Charter							
Elementary	34	27	23	23	79%	68%	68%
Middle	24	17	16	14	71%	67%	58%
High School	38	20	18	15	53%	47%	39%
All Schools	96	64	57	52	67%	59%	54%

2003-04 to 2008-09 Percent of Reclassified English Learners By School Type



California Standards Test, English-Language Arts Summary
 Percentage of Students Scoring Proficient or Advanced

LAUSD		Percent Proficient or Advanced					Change in Percentage Points			
English-Language Arts CST		2004	2005	2006	2007	2008	2009	'08-'09	'04-'09	'04-09 Avg. Change
All Students		24	27	30	31	34	38	4	14	2.8
Gender	Females	26	30	32	34	37	41	4	15	3.0
	Males	21	24	26	28	31	34	3	13	2.6
Ethnicity	African American	19	23	25	26	29	32	3	13	2.6
	American Indian	31	34	35	36	40	45	5	14	2.8
	Asian	56	60	63	65	69	71	2	15	3.0
	Filipino	48	53	55	58	61	64	3	16	3.2
	Hispanic	18	21	23	25	28	32	4	14	2.8
	Pacific Islander	29	32	35	38	39	44	5	15	3.0
	White	55	59	61	63	65	68	3	13	2.6
Economically Disadvantaged		19	22	24	26	29	33	4	14	2.8
Non-Economically Disadvantaged		40	46	47	47	49	57	8	17	3.4
Students with Disabilities		5	6	6	6	7	9	2	4	0.8
Students with no Disabilities		25	29	32	34	37	41	4	16	3.2
English Only		32	36	38	40	43	47	4	15	3.0
IFEP		44	48	52	53	56	60	4	16	3.2
RFEP		33	38	39	41	45	47	2	14	2.8
English Learner		9	10	10	10	10	12	2	3	0.6

California Standards Test, Mathematics Summary
 Percentage of Students Scoring Proficient or Advanced

LAUSD		Percent Proficient or Advanced					Change in Percentage Points			
Mathematics CST		2004	2005	2006	2007	2008	2009	'08-'09	'04-'09	'04-09 Avg. Change
All Students		26	29	31	31	35	37	2	11	2.2
Gender	Females	25	28	30	31	34	37	3	12	2.4
	Males	27	29	31	32	35	37	2	10	2.0
Ethnicity	African American	17	19	20	21	25	27	2	10	2.0
	American Indian	31	34	34	35	37	40	3	9	1.8
	Asian	62	65	67	68	71	72	1	10	2.0
	Filipino	46	49	52	53	57	58	1	12	2.4
	Hispanic	22	25	27	27	31	33	2	11	2.2
	Pacific Islander	30	30	34	36	39	40	1	10	2.0
White		50	53	55	55	60	62	2	12	2.4
Economically Disadvantaged		24	26	28	29	32	34	2	10	2.0
Non-Economically Disadvantaged		35	40	42	41	44	50	6	15	3.0
Students with Disabilities		7	8	8	9	11	12	1	5	1.0
Students with no Reported Disability		28	31	33	34	38	40	2	12	2.4
English Only		30	32	35	36	40	42	2	12	2.4
IFEP		44	48	51	52	56	57	1	13	2.6
RFEP		25	28	32	32	36	39	3	14	2.8
English Learner		21	22	22	21	22	23	1	2	0.4

Selection of Schools

We are using the following criteria to select Focus Schools for 2009-10. Schools must meet all of the following characteristics in order to be selected as a focus school:

- *Program Improvement Status of 3+ years*
- *Less than 21% proficiency in either Math or ELA*
- *Zero or negative growth in Academic Performance Index (API) for the 2008-09 year*
- *Greater than 10% dropout rates (for High Schools only)*

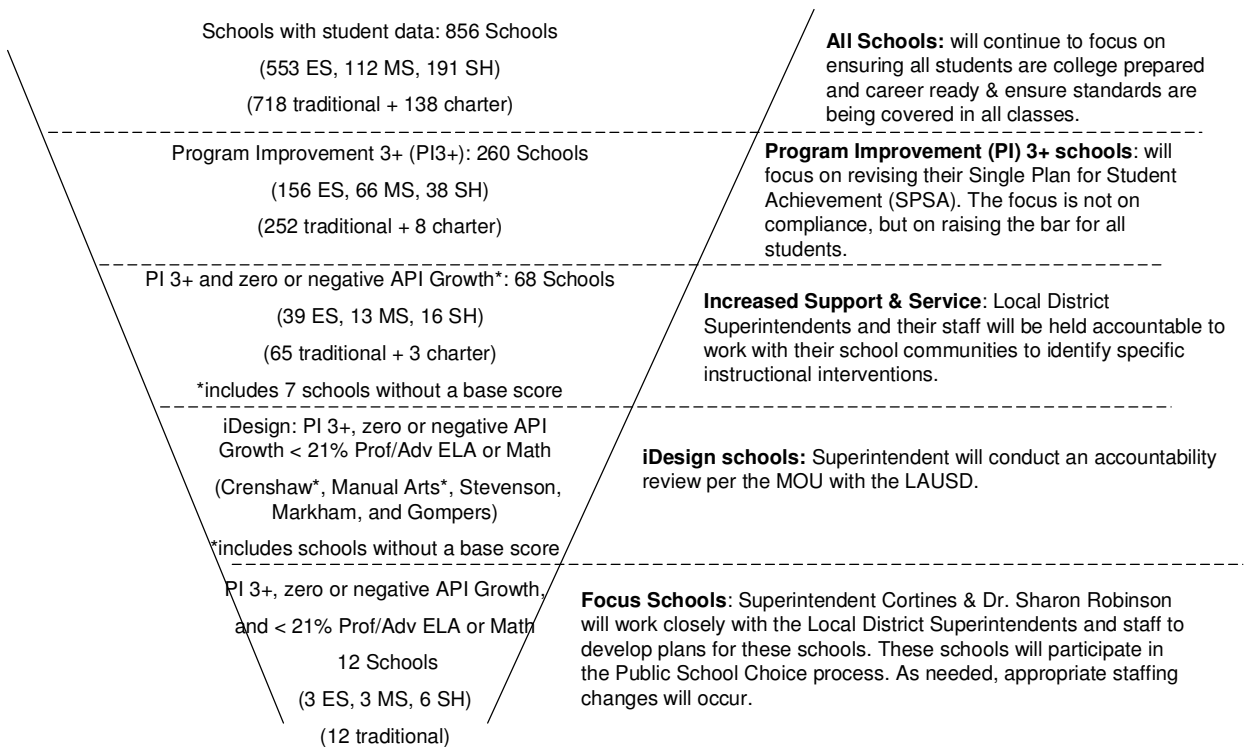
In addition, a Program Improvement (PI) year 3-5 school may be included as a Focus School, if signatures of 50 percent plus one of parents at an existing PI 3-5 school, or the signatures of 50 percent plus one of parents with children eligible to attend such a school (parents of children who attend feeder schools) are gathered.

Based on the above criteria we will provide the following supports to our schools.

- ***All schools:*** *will engage everyone in identifying ways to build upon their successes and address their challenges.*
- ***Program Improvement schools 3+ years:*** *will write and implement visionary plans that involve everyone and will guide our work during the school year. Our focus needs to be on the California Standards that are used to assess our students.*
- ***Increased Support and Service schools:*** *will receive dedicated resources from the Local District Superintendents and staff who will work with the schools to review data and identify strategies to ensure student success.*
- ***iDesign schools*** *(that did not have a base API score or had negative API growth): will work with Parker Hudnut, Executive Director of the Innovation and Charter division to identify strategies to improve the outcomes of their students.*
- ***Focus schools:*** *will receive additional support from the Local District Superintendents and staff, the Superintendent's Office via Dr. Sharon Robinson and the Los Angeles School Development Institute (LASDI). LASDI will be available to help with the process of*

proposal development, school design, budgeting and implementation at these school sites. LASDI is a partnership of United Teachers Los Angeles (UTLA), Associated Administrators of Los Angeles (AALA), LAUSD, UNITE-LA and the Los Angeles Area Chamber of Commerce. Other supporting organizations include United Way of Greater Los Angeles, the County Federation of Labor, AFL-CIO, the City of Los Angeles, many Institutions of Higher Education, and others.

- **New schools:** Local District Superintendents and staff will be working with the communities of our overcrowded schools to develop plans for our 24 new schools opening the fall of 2010.



Overview of the Process

LAUSD is the second largest school district in the country with over 688,000 students in 26 municipalities. Given its rich diversity, the District is committed to providing a robust range of schools and strategies to meet the educational needs and priorities of all students and families it has the privilege to serve. While the District has seen some steady gains in the past few years, one of our greatest challenges is improving the District schools that have not been able to show progress. We must act boldly, collectively, and with urgency and commitment to resolve this.

In the past, LAUSD has partnered with academic and civic organizations in order to accelerate student achievement and facilitate school transformation. Our goal is to ensure that partners with proven expertise, such as professional development, technical assistance, data analysis, and community engagement, bring their passion for children and additional resources to help schools focus on improving student achievement. One of the main results of these partnerships is a community driven process that involves everyone.

We are seeing a demand for school transformation from our students, families, educators, and local communities. Their voices are clear and loud – they want a more active role in shaping and expanding the choice of educational options in their neighborhoods.

The opportunity presented in this document is a result of that local demand, and an invitation to our school leaders to harness the energy of the community to develop a plan that will serve the unique needs of our students.

Our goal is to ensure all of our schools offer high quality educational options to students based on the following core principles:

- **Student Achievement:** Students will graduate with the academic skills necessary to be successful in college, work, and life.
- **Quality School Choice:** Work together to create a family of schools (Pre-K through Adult Education) in every neighborhood, so every child has immediate access to quality schools
- **Effective Staff:** Recruit, develop and retain talented teachers and school leaders who are knowledgeable and passionate about education-for-all students.

- **Accountability:** Hold everyone accountable for helping our students reach their highest potential.
- **Facilities and Operations:** Offer students and staff access to clean, safe and accessible school facilities supported by strong operational performance.
- **Applying Promising Practices and Lessons Learned:** Apply lessons learned to support success in all of our public schools and for all students, and to encourage positive transformation in public education. Successful schools share their best practices with other schools in the district.
- **Mutual Responsibility and Cooperation:** Both the District and partners share a responsibility for supporting student success. All stakeholders are expected to work constructively and cooperatively with a focus on students.
- **Equity and Access:** Assure that all new schools are open and accessible to all students regardless of special needs, disabilities, family status, language needs, etc.

Step 1: Kickoff & Information Meeting

Beginning on October 28, 2009, LAUSD will begin to make available applications to submit plans. Local District Superintendents and principals will be hosting a community meeting at the school sites participating in the process for this year. The meetings will review the process, discuss school data and answer questions.

Step 2: Letter of Intent Submission

All applicants will need to submit a Letter of Intent no later than 5:00 p.m. on November 15, 2009. This document provides formal notice to LAUSD regarding applicant's intention to submit a plan for a school in 2010-2011. See Appendix for a copy of the Letter of Intent and submission requirements. Letters should be submitted electronically via www.lausd.net

Step 3: Partnership Information Meetings

A series of community information meetings will take place throughout the month of November prior to submitting final plans. Every prospective applicant, including current school educators, must attend one of these meetings after submitting a summary letter in order to

become eligible to submit a plan. These meetings will cover the basic elements of the application process, as well as provide an opportunity to meet with community members of the focus schools. The dates, hours and locations of these meetings are published on the LAUSD website, www.lausd.net.

Step 4: Full Application Submission

Prospective applicants must complete an application packet by January 11, 2009, to be considered eligible to operate a school in 2010-11. Application packets will be located on the LAUSD website, www.lausd.net

The intent of this application is to allow LAUSD and its evaluation teams the opportunity to understand the proposed school plan, as well as the prospective leadership team's capacity to successfully operate a high quality school.

If your application team has any questions about any part of the application or the process, please call the Superintendent's Office at (213) 241-7000.

Step 5: Application Review

The Superintendent's Office will lead two teams that will review each application to ensure the plan meets all application requirements. The teams will consist of internal and external representatives from institutions of higher education, parents, teachers, administrators, classified staff, Instruction, Research and Accountability, Parent and Community Services, Special Education, Operations, Finance, Facilities, and General Counsel. Reviewers will rate each section and will compare their results and comments. A summary of each plan and the quality review will be available online and made available to the school community.

Step 6: Community Discussion

Applications which meet all requirements will be presented to the school community for a stakeholder engagement meeting to review and discuss submitted school plans. Presentations will take place in a panel format, where each team will have the opportunity to discuss their plan section by section and respond to community questions.

Step 7 Advisory Vote Recommendations

After the community engagement meeting an advisory vote shall be conducted. In the case where there is only one application the school community shall conduct a simple yes/no advisory vote. In cases where there are more than one application to consider, the school community will be asked to rank applications in order of their preference. For existing schools, the following groups shall be invited to cast their advisory votes: (1) all employees at the school site; (2) parents and guardians of students attending the school or other LAUSD schools due to special education placement; (3) parents and guardians of students attending feeder schools; and (4) in the case of High Schools, students. In the case of new schools, the above persons from the relieved school/s will participate.

The results of the advisory vote will be presented to the Superintendent to consider in his recommendation broken down by each sub-group (i.e. employees of school site, guardians of students, guardians of students who attend feeder schools, and students). The Superintendent will share the advisory vote recommendations with the Board when he presents his final recommendation.

Advisory votes shall be conducted by an outside objective organization to preserve impartiality and fairness.

Step 8: Superintendent Review Panel Recommendations

A panel will review student data (for each respective school), analyze each plan, discuss community feedback and the advisory vote. Using objective criteria, the panel will make a recommendation to the Superintendent. The panel will be facilitated by a designee of the Superintendent and will consist of the following individuals: (4) parent representatives, (3) Higher Education representatives, (1) Community representative, (1) UTLA representative, (1) AALA representative, (1) Classified Union representative, (1) Charter School representative. The votes and comments of each reviewer will be shared publicly. To ensure an objective process, plans will not have applicant names on them.

Step 9: Superintendent Recommendations

The Superintendent will review all information and will make a recommendation to the Board of Education.

To ensure quality and access for all students, the Superintendent will be mindful of the following items in addition to reviewing the recommendations from the review teams and advisory vote recommendations.

- Quality Review – Only school teams and providers that have demonstrated their ability to meet the needs of all of their students will be selected. Each team needs to provide evidence of a quality instructional program and track record of success.
- Neighborhood students – all plans must indicate and, if necessary, receive a waiver (for charters) to guarantee that the school will enroll the requisite number of students from the impacted campuses that the new school is intended to relieve, and that students coming from the attendance areas of the designated, overcrowded schools will be served first and foremost.
- Personalized student learning environment – each plan must demonstrate how they will provide a personalized learning experience.
- Student achievement plans prioritizing academically challenged, English Language Learners, Standard English Learners, socio-economically disadvantaged, and students with disabilities - each plan must demonstrate how they will meet the unique educational, social and behavioral challenges of each student. Each plan will indicate how they will track and share enrollment patterns of their students.
- Shared decision-making and inclusive governance – each plan must show how they will implement an open and inclusive decision making process in which parents and educators have a predominate role.
- Student discipline policy – a fair and equitable policy will be developed to create a safe and positive learning environment that fosters respect, responsibility and character development which is in alignment with the District’s Board approved Discipline Foundation Policy.
- Diplomas for all students & dropout prevention – the foundation for graduation starts with early education and continues through adult education. Each plan must demonstrate how they will focus on graduation for all students and identify strategies that track and retain all students. Each plan will also demonstrate appropriate programming for non-diploma track students.
- Special Education - each plan must demonstrate their ability and commitment to adhere to the requirements of the Modified Consent Decree.

- Privatization – All plans will be selected based on the quality of the educational program for all students. For-profit organizations are ineligible to be applicants.

Step 10: Board Votes on Plans

In February during the Board of Education meetings, the Board will conduct public hearings on all of the Superintendent's recommendations. Results from the advisory votes will also be presented.

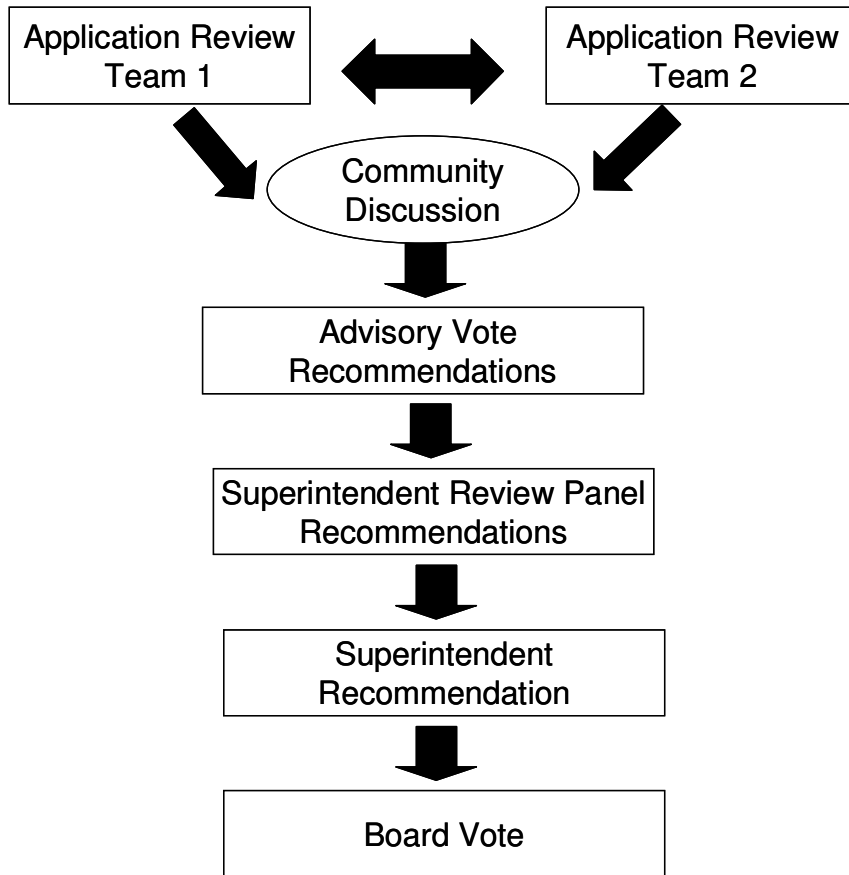
The Board will vote on the plans for each community at the following Board meeting and the results will be final. After the Board votes, selected plans will be notified for implementation.

Step 11: Accountability Reviews

After the Board has approved the plans, we will begin the implementation of our accountability process to ensure each school is successful. For all of the schools in LAUSD, parents, students and employees now have access to our School Report Cards (www.lausd.net/reportcard). Using our School Report Cards as a guide we have created an Accountability Matrix (see attachment) to track our progress towards achieving our vision. The Accountability Matrix includes measures that track the academic performance of all student sub groups (i.e. ethnicity, language, and students with disabilities), graduation rates, college and career readiness, parent engagement, and safety.

Using the Accountability Matrix as a guide, each school will be reviewed by higher education institutions, Local District Superintendents and the Office of Innovation and Charters twice a year (or as needed), with a report submitted to the Board and Superintendent annually. If schools are not meeting their annual targets, the Superintendent will have the opportunity to work with the school to intervene as necessary. All schools will be up for renewal on a 5 year basis.

Application Review and Selection Process



Appendix

A. New and Focus Schools

Additional details may be found at www.lausd.net

Focus Schools

BURBANK MS

HYDE PARK EL

CARVER MS

JEFFERSON SH

GARDENA HS

LINCOLN SH

GARFIELD SH

MAYWOOD ACADEMY SH

GRIFFITH JOYNER EL

SAN FERNANDO MS

HILLCREST DR EL

SAN PEDRO SH

New Schools

Gratts PC	Central Region ES #16	South Region MS # 2B
Valley Region ES #6	Central Region ES #17	South Region MS # 2C
Valley Region ES #7	Central Region ES #18	South Region MS #6
Valley Region ES #8	South Region ES #1	Esteban E. Torres HS #1
Valley Region ES #9	South Region ES #2	Esteban E. Torres HS #2
Valley Region ES #10	South Region ES #3	Esteban E. Torres HS #3
Central Region ES #13	South Region ES #4	Esteban E. Torres HS #4
Central Region ES #15	South Region MS # 2A	Esteban E. Torres HS #5

B. Letter of Intent

This Letter of Intent will provide formal notice to LAUSD regarding an applicant’s intention to submit a proposal for the 2010-2011 school year. The information presented therein is non-binding; specific details provided below may be finalized in the proposal submission.

Applicants must submit this Letter of Intent and the following data where applicable: CST, API, AYP, EL reclassification, CAHSEE, SAT and AP no later than 5 p.m. on November 15, 2009. If you should have any questions about any of the requirements listed in this Letter of Intent, please contact LAUSD at (213) 241-7000. Letters of Intent must be submitted via www.lausd.net

Organization Information	
Name of applicant (for profit entities may not apply)	
Address	
Phone	
Website (if applicable)	
Main contact name and phone number	
Basic Proposed School Information and Description	
Proposed neighborhood school/site name (must agree to serve all students in that community)	
Brief description of community engagement activities planned or completed	
Brief description of proposed vision, mission, education plan, and partnerships	

C. Application Instructions

Executive Summary

The Executive Summary should be a stand-alone document that gives an overview of the plan.

1. Executive Summary (max 5 pages)

a. Assurances:

- i. Proof that you are not a for profit entity. Submit documentation and certification (e.g. 501c3 forms)
 - ii. Signed statement that you will enroll the requisite number of students from the impacted campuses that the new and underperforming school is intended to relieve, and that the students coming from the attendance areas of the designated overcrowded schools including students with disabilities will be served first and foremost
 - iii. Signed statement that you agree that the student composition at each new and underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community
 - iv. If an outside operator, provide financial data to demonstrate solvency.
 - v. Signed statement that you agree to adhere to the terms, conditions and requirements of the Modified Consent Decree and other court orders imposed upon the District pertaining to special education. All public schools formed or approved by the District are required to use the District's Special Education Policies and Procedures Manual, an Integrated Student Information System ("ISIS"), and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.
- b. Discuss the student population (data on each school can be found at www.lausd.net) of the school and your experience in working with similar student populations.

- c. **Vision, Mission and Philosophy:** State the vision, mission and philosophy of the proposed school. Emphasize the unique, innovative, and/or research-driven, data-based elements of the school. Describe a “day in the life” of a student at the school.
- d. **Education Plan:** Describe the educational program of the proposed school, including related instructional methods, goals and standards-based curriculum, proven strategies, professional development, authentic formative and summative assessments, and performance goals.
- e. **Community Impact and Involvement:** Briefly discuss your rationale for selecting your proposed community, describe how the proposed school will meet the needs of students in this community and provide an outline your plans to involve the community in your work.
- f. **Leadership/Governance:** Highlight the composition and strengths of your leadership team, and briefly describe their relevant qualifications. Discuss how the proposed governance model (i.e. Local School Site Council, and state required advisory committees, etc.) will support the mission, vision and education plan.
- g. **Fiscal Plan:** Describe how the fiscal plan aligns with the mission, vision, and overall strategic development of the proposed or existing school.

2. Curriculum and Instruction

- a. **Curriculum Map and Summary:** Provide a description of the curriculum, including a course scope and sequence by subject for each grade level being proposed. Indicate the instructional materials that will be used and the plan for implementation and support. Include, if applicable, a list of curricular strategies used to support the implementation of the educational program for each grade and subject area. Detail how you will provide equitable access for all students to instruction in music, dance, theatre, visual arts and media arts. In addition, detail your library media strategy.
- b. **Track Record of Proposed Curriculum:** Provide evidence that the proposed curriculum is standards based, research-based and has been or will be effective for the proposed population of the school community including students with disabilities. For secondary schools, explain how you will ensure you become WASC accredited. All courses need to be approved by the UCOP (University of California, Office of the President) – so that seniors will be able to apply to UC and Cal State schools. In addition, schools need to obtain a College Board number (for PSAT, SAT and AP courses).

- c. **Addressing the Needs of All Students:** Describe how the education program will meet the needs of all students (students with disabilities, ELL, SEL, students of poverty, and gifted students) who require additional support, including those who are below grade level, through specific strategies, services and supports. Describe the level of growth expected in students' achievement from these strategies.
- d. **Accelerated Learning:** Describe the specific strategies and services that will be provided to meet the needs of accelerated students. Discuss how you will identify students to participate in accelerated learning activities. Demonstrate how you will determine the quality of the strategies implemented. Describe how you will increase the number of minorities and students with disabilities into GATE and Advanced Placement classes.
- e. **Instructional Strategies:** Describe the instructional strategies that will be implemented at the school to support the education plan and why these methods are well suited to address the needs of the population you plan to serve. Discuss how teachers will use culturally relevant instruction, research-based strategies, accommodations and modifications to meet the needs of all students, including students of poverty, special needs, including students with disabilities , gifted, and EL and SEL students.

3. School Culture and Climate

All internal proposals must adhere to Article IX- Hours, Duties and Work Year, Article XXIV- Student Discipline and Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD/UTLA Collective Bargaining Agreement.

- a. **Description of Culture:** Describe the culture envisioned for the proposed school. How will the school promote a positive academic, behavioral and social environment? Demonstrate how you will establish a small school (400-600 students) and establish a common language that promotes integrity, ethics, and character.
- b. **College and Career Readiness:** Describe the specific strategies that the school will provide to expose all students to college and career strategies as well as support them to be successful in college and a future career. For secondary schools, define how you will offer students multiple A-G pathways at the school.
- c. **School Calendar/Schedule:** Provide the proposed school calendar and daily schedule of academic and non-academic strategies. Describe how innovations in the proposed calendar and daily schedule will be utilized and how they will enhance student achievement. Please indicate number of instructional minutes per year. At a minimum schools must have 180 days of instruction and the following number of instructional minutes: Elementary Schools (Grades K -5/6) = 55,100, Middle Schools (Grades 6-8) = 62,160, Senior High Schools (Grades 9-12) = 65,300.

- d. Describe how you will offer athletic programs and other extracurricular programs at your school to meet the needs of all students.
- e. Describe your approach to student discipline and creating a safe and respectful campus which is in alignment with the Board approved District Discipline Foundation Policy.
- f. Describe how you will meet the health mandates and the health care needs of chronically ill students, including students who have Section 504 Plans and IEPs.

4. Assessments and School Data

- a. **Educational Goals and Metrics:** Identify educational goals and metrics for the proposed school. Use the attached Accountability Matrix to detail the school's *quantifiable* achievement goals, including CST scores, attendance levels, retention rates, number of behavioral incidents, progress on IEP goals for students with disabilities, and additional metrics for each of its first five years of operation. For high schools, include goals for graduation rates, college acceptance rates and college completion rates, as well as goals related to career readiness. Discuss how these metrics will be used to monitor school-wide progress and impact corrective actions.
- b. **Student Assessment Plan:** Describe the standards based assessment plan for all students at the proposed school. Create and include a table that details specific authentic formative and summative assessments (benchmark assessments, unit exams, state-required exams) that will be used for each grade level, the frequency of their administration, and the rationale for their selection. Identify the name of your selected assessment provider.
- c. **Data Team and Instructional Team:** Describe how school administrators, classroom teachers, and counselors will review results of formative and summative assessments to inform programmatic and instructional decisions and make adjustments to curricula, professional development, and other school components.
- d. **Data Systems:** Indicate how you will share data with the LAUSD that fulfills the requirements of the Modified Consent Decree. The Modified Consent Decree requires all District schools to utilize the Integrated Student Information System ("ISIS") to track student records and identity services. All plans must use LAUSD Modified Consent Decree indicators to measure progress of students with disabilities.

- e. **LAUSD School Report Card:** All applicants must track the same information presented in LAUSD School Report Cards. Applicants may use their own survey mechanisms or may leverage LAUSD’s system.
- f. **Research and Evaluation:** To ensure we capture, learn, and replicate best practices, applicants must agree to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations. This may involve survey or interviews with teachers and parents to understand factors associated with student performance.
- g. **Operational Goals and Metrics:** Identify operational goals and metrics for the proposed school. Create and include a table that details the school’s operational goals and metrics for each of its first five years of operation (e.g. teacher retention, financial solvency, funding partnerships, etc.) Discuss how these metrics will be used to monitor progress and impact corrective actions.
 - i. *All plans must use NCLB accountabilities to measure progress*
 - ii. *All plans must use LAUSD Modified Consent Decree Indicators to measure progress of Students With Disabilities*

5. Professional Development Program

All internal proposals must adhere to Article IX- Hours, Duties and Work Year, Article IX-B- Professional Development and Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD/UTLA Collective Bargaining Agreement.

- a. **Professional Development:** Describe the school’s goals and strategy for ongoing professional development (PD). Describe how the PD plan (including both internal and external PD opportunities) will be driven by data to improve teaching and learning as well as school performance (leadership development).
- b. **Teacher Orientation:** Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize instructional strategies, and differentiate instruction. Include the number of hours/days of PD to be included during induction.
- c. **PD Calendar:** Provide a calendar that includes the number of PD hours/days throughout the school year (including any summer PD for returning teachers), and discuss how the school calendar, daily schedule, and staffing plans align with this PD calendar.

- d. **Program Evaluation:** Describe how the PD program will be evaluated to assess the program's success on an ongoing basis. Discuss how the program will be subsequently modified to support identified teacher needs.

6. Professional Culture

All internal proposals must adhere to Article IX- Hours and Duties and Article X- Evaluation and Discipline, as described in the LAUSD/UTLA Collective Bargaining Agreement.

- a. **Professional Culture:** Describe the professional culture of the new school and how it will contribute to teaching. Discuss how faculty and staff will be centrally involved in school-level decisions and in developing new initiatives. Identify opportunities for teacher collaboration and mentorship (leadership development). Describe how teachers will be included in the process.
- b. **Evaluation:** Discuss how school leadership will monitor faculty and staff performance. Describe structures or tools that will be used for conducting evaluations and delivering feedback. Clearly state how the school will support individuals who are having challenges in helping students achieve.
- c. **Feedback:** Create a confidential process by which feedback is collected and delivered to administrators (e.g. surveys, rating, etc.) Explain how feedback will be used to further develop teachers and other staff.

7. Serving Specialized Populations

- a. **Specialized Instruction:** Articulate how the curriculum/educational program of the proposed school will meet the needs of all enrolled students, including students with disabilities, gifted and talented, and homeless students. Discuss how course scope and sequence, daily schedule, staffing plans, and available student supports will be flexible and adjusted to support these student populations. Answers to the following questions should specifically discuss unique and supplemental ways for serving these populations.
 - i. Explain how the proposed school will implement and monitor the special education process including assessment, IEPs and the provision of special education supports and services utilizing the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree.
 - ii. Describe how the proposed school will provide a free, appropriate public education in the least restrictive environment to all students with

disabilities including those with moderate to severe disabilities and students with disabilities age 18-22 at secondary sites.

- iii. Describe how the proposed school will provide extended school year services to eligible students with disabilities.
 - iv. Explain how the proposed school will identify and meet the needs of English Language Learners and Standard English Learners, including curricula and instructional strategies/practices to accommodate this group in a way that is culturally relevant.
- b. Explain how the proposed school will meet the needs of students in at-risk situations, including but not limited to low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, sexual identity, and emotional issues.

8. Family and Community Engagement Strategy

- a. **Identification:** State the school community your team proposes to serve. Describe the community you seek to serve, including its assets and educational needs. Describe your rationale for serving this community and provide an explanation for why the proposed school aligns with community needs. Identify important community-based organizations, cultural institutions, and natural and corporate resources within the community. Describe your team's history and experience in the proposed community.
- b. **Family and Community Engagement:** Discuss strategies that will be used to engage parents and caretakers in their child's education and in the broader school community. What organizational structures will be put in place to ensure frequent and ongoing engagement of parents? Describe your team's vision for engaging itself as a pillar within its proposed community, and explain how the school leadership team will execute this vision. Describe any services or resources that the school will provide for community members.
- c. **Key Community Partnerships:** Discuss specific ways in which community members will be included in the ongoing success of the proposed school. Describe the role of key community partnerships throughout the first five years of the school and explain 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing and cultivating these partnerships. Demonstrate any existing connections, partnerships, or correspondence that your team has established within the community. Provide a list of community leaders, groups, organizations, institutions, or individuals that have pledged their support for the proposed school.

9. School Governance

All internal proposals must adhere to Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD/UTLA Collective Bargaining Agreement. In addition, all proposals must follow the Education Code regarding the formation and operation of the School Site Council.

- a. **School and Advisory Organizational Charts:** Detail how your school governance and organizational structure allows for real and meaningful impact on school decision making. Provide a comprehensive organizational chart showing lines of authority among school leadership staff (e.g. Principal/instructional leader, teachers, classified staff, operational leaders, students (at the high school level), and other key leaders), and advisory structure for the proposed school.

10. School Leadership & Staffing Plans

All internal proposals must adhere to Article IX- Hours, Duties and Work Year, Article XI- Transfers, Article XIII-Reduction in Force/Reinstatement and Article XIV- Salaries as described in the LAUSD/UTLA Collective Bargaining Agreement. In addition, all internal proposals must adhere to Article X-Duties, Responsibilities and Hours as described in the LAUSD/AALA Collective Bargaining Agreement.

- a. **Leadership Team Capacity:** List the members of the leadership team submitting this plan. Provide evidence to support why this team has the collective capacity to successfully perform all tasks needed to lead/transform a school. Attach resumes of all team members, including any other individuals who have made substantial contributions to this plan whose resumes are not included elsewhere in the plan (e.g. advisors, consultants)
- b. **Staffing Model:** Describe the school's staffing needs from start-up through year five. Identify the adult-to-student ratio in the proposed school, and include the number of students, teachers and aides per classroom. Provide the number and type of all academic and non-academic positions in the proposed school. Describe how the school will provide for IEP services such as interpreters, translators, and special education assistants.
- c. **Compensation:** For each position give a salary range, benefits as a % of salary, health benefits as a % of salary, lifetime benefit cost as a % of salary (if applicable). Internal teams will use the District's salary schedule

- d. **School Leadership:** Describe the criteria for hiring a leader for the proposed school, and explain how these characteristics align with the school’s unique mission and vision. Identify the Principal candidate, if known, and explain why this individual is well qualified to lead the proposed school. If the candidate is unknown at this time, describe the timeline and plans for recruiting, hiring and developing the Principal.
- Attach a job description for the Principal in the appendix.
 - If selected, attach and label the Principal candidate’s résumé in the appendix.
- e. **Leadership Team beyond the Principal:** Identify any leadership positions beyond the Principal, such as Assistant Principals, master teachers, special education coordinators, business managers, including classified staff. If known, please identify the individuals who will fill these roles and discuss why they are well qualified to support the school’s unique mission and vision. If still seeking to fill these positions, provide plans for recruiting candidates and a timeline and criteria for hiring.
- Attach job descriptions for leadership positions beyond the Principal in the appendix.
 - If applicable, attach résumés of any individuals identified for these leadership positions in the appendix. Label each résumé with the appropriate position title.
- f. **Recruitment of Teaching Staff:** Describe your Leadership Team’s strategy and timeline for recruiting, hiring and developing the proposed school’s teaching staff (internal teams will follow UTLA Collective Bargaining Agreement). Include the selection criteria, planned mix of experienced and new teachers, and any unique considerations needed to support the school design. Indicate how they are trained in culturally relevant and responsive pedagogy. Identify any teachers who have already been recruited and committed to teaching at the proposed school. Ensure that the teacher hiring timeline aligns with the curriculum development and professional development timelines. Also ensure that teachers hired meet the required credentials to teach their unique student population including students with disabilities. In recognition of the importance of staff diversity and school community, please identify the anticipated experience level of prospective staff members. Also identify an outreach plan for interested staff from the existing campus (in the case of PI schools) or relieved campus (in the case of new schools).
- Attach job descriptions for teaching staff in the appendix.

- Attach résumés for any teachers that have been identified in the appendix. Label each résumé as “teacher.”

11. Operations (This section may be updated by the Workforce Stability Taskforce)

- a. **Internal Applicants:** All internal partners will continue to use all existing LAUSD operational services provided at the school site and follow Collective Bargaining Agreements.
- b. **External Applicants:** All external partners submitting school plans under the process described in this Resolution enter into a facilities use agreement. The facilities use agreement must include a commitment to contract with the District as the default provider of outsourced school facility support services, such as cafeteria, custodial, maintenance, security, supplies, and transportation services. The use agreement would further specify that the District must meet agreed-upon performance standards for competitive contracted services. These standards must be met within an agreed-upon time frame. If the District fails to meet these standards within this timeframe, and a timely discussion (between the external partners, the District, and classified labor partners) does not resolve the identified issues, then external partners may then contract with non-District providers for specified support services;
- c. **Master Service Agreements:** All partners will agree to enter into discussion regarding the viability of master service agreements;
- d. **School Operations Experience:** Identify positions and individuals (if known) responsible for coordinating and leading all non-academic aspects of school management (e.g. payroll, security, transportation, meals, maintenance).
- e. **Operations Start-up Plan:** Provide a timeline and schedule for the operations-related activities your team will undertake in the planning year to ensure a successful school. (internal teams will work with School Management Services)
- f. **Operations Plan:** (LAUSD Will provide a menu of services)

Note: Workforce Stability Taskforce is working on finalizing a service menu

Service	Description	Service Standard	Estimated Costs

12. Finances

- a. **Funding:** Internal teams will receive funding via LAUSD’s transparent budgeting process (based on student ADA). Charter providers will receive funding via charter funding formulas.
- b. **Budget Narrative:** Include a budget narrative that addresses key assumptions and principles used to develop your financial model, ensuring alignment with the mission, vision, and overall strategic development of the proposed school. What is your school’s plan for additional fundraising?
- c. **Financial Controls:** Describe plans to ensure fiscal soundness and legal compliance for the proposed school. Specifically, address the financial monitoring process that will be used. Specify what financial reports will be generated and with what frequency, and identify the party responsible for generating these reports and his/her qualifications. Teams may submit the fiscal policies/handbook for the organization, which will later be required for accountability purposes.

13. Facilities

- a. LAUSD will provide facilities use agreement to be finalized by the Workforce Stability Taskforce.

b. **D. Timeline**

Step	Description	Timeframe/Deadline
Step 1: Kickoff & Information Sessions	On this day, the applications will become available to all prospective applicants. Local School Communities will host information sessions	October 28 – November 14 2009
Step 2: Letter of Intent	The Letter of Intent will indicate the intent to apply as well as clearly articulate the mission and vision of the proposed school.	November 15, 2009
Step 3: Community Information Meetings	Prospective applicant teams will meet with LAUSD officials and community members of schools to learn more about the application process, share new school ideas and collect information on community needs and interests.	November - December 2009
Step 4: Submission	Teams submit full applications for review	January 11, 2010
Step 5: Application Review	Completeness checks, site visits (as needed), applicant and school leader interviews.	January 2010
Step 6: Community Input	Applications that meet the quality standards will be presented to the school community for their review.	January 2010
Step 7: Advisory Vote	Parents, staff, and students (high schools only) will conduct and advisory vote that will be included in the recommendations sent to the Superintendent.	January 2010
Step 8: Panel Recommendation	After an in-depth review of the applications via a panel of educators	January 2010
Step 9: Superintendent Recommendation	The Superintendent will provide the Board of Education with recommendations for approval.	February 2010
Step 10: Board votes on Plans	The Board of Education will vote on all school plans that are up for review.	February 2010

E. Selection Criteria

Selection Criteria for New School & School Improvement 2010-11

School: [input name of proposed school here]

Los Angeles Unified School District

Reviewer: [input your name here]

Reviewer Instructions

Please indicate your "evaluation rating" in the center column, per the evaluation rating key below. Write your comments, questions, and evidence in the right column. At the very end of the rubric, please provide overall comments and make a recommendation whether to approve / not approve. Your rubric feedback will inform final decisions made by LAUSD. Thank you.

Evaluation Rating Key (for center column)

EXEMPLARY: Plan is extremely well planned and sets example of very highest performing schools in our system.

WELL DEVELOPED: Plan is thorough, clear, rigorous, and appropriate.

PROFICIENT: "On the right track." Plan is somewhat clear, but requires further development and alignment.

UNDERDEVELOPED WITH PROFICIENT FEATURES: Some evidence of proficiency, but not yet reflective of rich student learning.

UNDERDEVELOPED: Plan is poorly thought-out, inappropriate, absent, and/or unaligned.

NOT APPLICABLE

Part 1: Executive Summary

Assurances

Yes/No

1.a.i. Not for Profit: Has the organization submitted necessary paperwork to prove that it is not a for profit organization?

1.a.ii. Student Enrollment: Has the organization submitted appropriate waivers to automatically enroll requisite number of students from the impacted campuses that the new school is intended to relieve, and that the students coming from the attendance areas of the designated overcrowded schools will be served first and foremost?

<p>1.a.iii. Student Composition: Has the organization agreed that the student composition at each new school must be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community</p>		-
<p>1.a.iv. Fiscal Solvency: If an outside provider, have they provided financial data to demonstrate solvency?</p>		-
<p>1.a.v. Special Education: Has the organization submitted a signed agreement to adhere to and fulfill requirements of the Modified Consent Decree..</p>		
<i>Application Section and Criteria</i>	<i>Evaluation Rating</i>	<i>Evidence to Substantiate Evaluation, and Clarifying Questions</i>
<p>1.b. Student Population: The applicant has provided evidence of success in serving students with similar demographics.</p>		
<p>1.c. Vision, Mission and Philosophy:</p> <ul style="list-style-type: none"> • Are ambitious, measurable and attainable. • Reflect educational philosophy and goals of planning team. • Are clear, focused, innovative and compelling mission that will lead to high academic and social outcomes • Components align together and holistically support the mission • Vision is meaningful, measurable, and focused on high academic achievement • Articulates the need for the school and the intended impact on students and the community • Describes the school's grade structure from inception to full enrollment 		

<p>1.d. Educational Plan: Thorough proposals should reflect the following characteristics:</p> <ul style="list-style-type: none"> • Thorough educational program that will likely result in academic success for ALL students via a personalized learning experience • Standards-based, academically rigorous curriculum • High academic expectations and strategies for the full range of students served by the school, including those at-risk • Use of proven instructional models/methods • Engaging, authentic, and culturally relevant instructional strategies • Teachers empowered to determine and guide what and how students learn • Connections between classroom learning and the community • Pedagogy supports mission and has been proven effective with similar student populations 		
<p>1.e. Community Impact and Involvement: Does the applicant have a strong understanding of the community it wishes to serve?</p>		
<p>1.f. Leadership and Governance: The planning team should represent a depth and breadth of skills necessary to provide a high quality educational program that will result in:</p> <ul style="list-style-type: none"> • strong academic outcomes • long-term vision to make this school a success • tangible ties to community • effective oversight • strong financial and operational skills 		
<p>1.g. Fiscal Plan: Has the applicant team been able to effectively describe how their financial plan aligns to their academic plan?</p>		
<p>Part 2: Curriculum and Instruction</p>		
<p><i>Application Section and Criteria</i></p>	<p><i>Evaluation Rating</i></p>	<p><i>Evidence to Substantiate Evaluation and Clarifying Questions</i></p>

<p>2.a. Curriculum Map and Summary</p> <ul style="list-style-type: none"> • The scope and sequence is clearly presented, aligned with the school’s stated mission and the California standards • There is evidence of effectiveness with similar student populations and rationale for selection • Instructional techniques are clearly articulated and pedagogy supports mission • The educational plan is flexible and can be adjusted once enrolled students’ performance levels and learning needs are assessed • Demonstrates the use of differentiated instructional techniques to support the varying ways by which students learn • Plan defines strategies and approaches to be used for students who need intervention as well as for accelerated learners • If school is using packaged curricula programs, plans to augment these programs are included 		
<p>2.b. Track Record of Proposed Curriculum: Has the applicant submitted appropriate evidence that the proposed curriculum is standards based, research based, and has been effective for the proposed student population?</p> <p>For secondary schools, has the applicant demonstrated how they will become WASC accredited, have their course approved by UCOP (University of California, Office of the President) and obtain a College Board number (for PSAT, SAT and AP courses).</p>		
<p>2.c. Addressing the Needs of All Students</p> <ul style="list-style-type: none"> • Defined plan and sufficient capacity to service the learning needs of Students with disabilities, English Language Learners, Standard English Learners, and other student characteristics • Plan is well defined for addressing the needs of students in need of intervention, students with disabilities, students with interrupted formal education, and gifted students • Defines how the school will identify other at-risk students and address these students’ needs • Sets aggressive targets to ensure proficiency for all students 		
<p>2.d. Accelerated Learning: Plan indicates number of GATE and Advanced Placement (for High School) classes that will be offered and anticipated students served broken down by sub-groups. Plan also provides details on how they will increase the number of minority students enrolled in these classes.</p>		
<p>2.e. Instructional Strategies: Instructional strategies are supported with research based evidence.</p>		

Part 3: School Culture and Climate		
<i>Application Section and Criteria</i>	<i>Evaluation Rating</i>	<i>Evidence to Substantiate Evaluation and Clarifying Questions</i>

<p>3.a. School Culture</p> <ul style="list-style-type: none"> • The culture is strong, intentional, supportive and sustainable and promotes student learning and alleviates negative behavior • The mission is realistic and the applicant team has experience in creating new and effective school culture • The plan to motivate students is clear, comprehensive, and models respect for diversity • The plan sets high expectations for students and other stakeholders 		
<p>3.b. College and Career Readiness: Specific strategies are identified to expose students to college and career opportunities as well as support them to be successful in college and a future career. For secondary schools, the plan clearly details multiple A-G pathways at the school.</p> <ul style="list-style-type: none"> • Promotion policy is clearly stated and sets high standards with strong process for evaluation 		
<p>3.c. School Calendar/Schedule:</p> <ul style="list-style-type: none"> • Preference is given to plans that demonstrate an above average number of instructional minutes: Elementary Schools (Grades K -5/6) = 55,100, Middle Schools (Grades 6-8) = 62,160, Senior High Schools (Grades 9-12) = 65,300. • School calendar and day are set to provide extra supports to ensure that all students are able to meet and exceed academic goals • School calendar supports all programs and needs of all students; including articulation of hours devoted to core subjects areas • Schedules that reflect student need and proposed educational model • Schedules that support teacher collaboration and reduced student to teacher ratios 		
<p>3.d. Extracurricular Activities: The applicant offers additional programs, activities or support services beyond academics to address all students' social and emotional needs</p>		
<p>3.e. Safe and Respectful Campus: Plan is in alignment with best practices identified in the LAUSD's Discipline Foundation Policy</p> <ul style="list-style-type: none"> • Demonstrates clear and thorough strategies to ensure the safety of all students • Demonstrates a plan to address potential safety and discipline issues that may arise 		
<p>3.f. Health Mandates: Plan appropriately demonstrates how it will meet the needs of all students, including students with 504 plans and IEPs.</p>		

Part 4: Assessments and School Data		
<i>Application Section and Criteria</i>	<i>Evaluation Rating</i>	<i>Evidence to Substantiate Evaluation and Clarifying Questions</i>

<p>4.a. Educational Goals and Metrics</p> <ul style="list-style-type: none"> Plan has included an updated Accountability Matrix with appropriate targets for all students 		
<p>4.b. Student Assessment Plan</p> <ul style="list-style-type: none"> Develops assessments that are appropriately aligned with State standards, curriculum, and instruction Establishes a culture of continuous improvement and accountability for student learning Develops assessments that shape and inform instruction on an ongoing basis and develop data that's used to gauge student, teacher and school progress through formative and summative assessment Student learning measured with multiple forms of assessments/metrics Develops educational goals and performance metrics that are SMART – Specific, Measurable, Attainable, Reflect the Mission and Time-Specific Demonstrates the validity and reliability of the assessment tools and the plan to execute Provides evidence of how data will influence instruction, professional development and curricular adjustments. 		
<p>4.c. Data Team and Instructional Team: Plan has identified how educators will use data in a collaborative manner to target supports for students and adults (i.e., professional development)</p>		
<p>4.d. Data System: Plan confirms how they will partner with the District to fulfill the requirements of the Modified Consent Decree.</p>		
<p>4.e. LAUSD School Report Card: Plan details how will share appropriate data with LAUSD to ensure we capture student, parent and staff data and feedback.</p>		
<p>4.f. Research and Evaluation: Applicants agree to participate in research and evaluation projects that collect and disseminate best practices.</p>		
<p>4.g. Operational Goals and Metrics: Does the plan adequately identify and discuss tracking of teacher retention, financial targets, fundraising targets, NCLB accountabilities, and LAUSD Modified Consent Decree Indicators.</p>		
<p>Part 5: Professional Development Program</p>		
<p><i>Application Section and Criteria</i></p>	<p><i>Evaluation Rating</i></p>	<p><i>Evidence to Substantiate Evaluation and Clarifying Questions</i></p>

<p>5.a. Professional Development</p> <ul style="list-style-type: none"> • PD activities that ensure personalized instructional adult development and the competence/professional growth among the school administrators/ teachers/ staff (common preps, team meetings, etc.) • PD activities that are aligned with the educational objectives of school 		
<p>5.b. Teacher Orientation: Plan supports the induction of new teachers. # of PD days/hrs during induction is greater than other plans.</p>		
<p>5.c. PD Calendar: Plan clearly demonstrates alignment with PD calendar and instructional plan. Indicate how the # of hrs of PD compares to other plans</p>		
<p>5.d. Program Evaluation: Plan details how PD will be reviewed and revised to meet the needs of students and educators</p>		

Part 6: Professional Culture

<i>Application Section and Criteria</i>	<i>Evaluation Rating</i>	<i>Evidence to Substantiate Evaluation and Clarifying Questions</i>
<p>6a. Professional Culture: Plan clearly describes how educators and staff will work collaboratively to make decisions.</p>		
<p>6b. Evaluation: Plan details how individuals will receive performance feedback and receive supports. Plan clearly states how the school will support individuals who are having challenges in helping students achieve.</p>		
<p>6c. Feedback: Detailed plan on how feedback will be collected and used to improve academic performance of students.</p>		

Part 7: Serving Specialized Populations

<i>Application Section and Criteria</i>	<i>Evaluation Rating</i>	<i>Evidence to Substantiate Evaluation and Clarifying Questions</i>
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<p>7.a. Specialized Instruction: Plan clearly demonstrates how the school will use research based strategies to meet the needs of all enrolled students.</p>		
<p>7.a.i. Special Education: Plan details how it will implement and monitor the special education process utilizing the LAUSD Special Education Policies and Procedures Manual</p>		
<p>7.a.ii. Students with Disabilities: Plan details how it will serve students with disabilities in the least restrictive environment</p>		
<p>7.a.iii. Extended School Year: Plan describes how it will provide extended school year services to eligible students with disabilities.</p>		
<p>7.a.iv English Language Learner and Standard English Learners: Plan details how it will identify and meet the needs of English Language Learners and Standard English Learners, including curricula and instructional strategies/practices to accommodate this group in a way that is culturally relevant</p>		
<p>7.b. At Risk Students: Plan details how it will identify and provide supports for students that are at risk.</p>		

Part 8: Family and Community Engagement Strategy

<p><i>Application Section and Criteria</i></p>	<p><i>Evaluation Rating</i></p>	<p><i>Evidence to Substantiate Evaluation and Clarifying Questions</i></p>
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8.a. Identification: Plan clearly states the school community that it will serve. Plan demonstrates applicant's knowledge of the community. Applicant demonstrates how the plan will address the needs of the community and their history with the community.

8.b. Family and Community Engagement:
 Well-developed community support should be addressed throughout the proposal:

- Community representation on the leadership team and letters of support
- Genuine interest among the community for the proposed school (via the advisory vote)
- Solid capacity to reach out to both the local and broader communities
- Family & student representation throughout the planning process
- Team has a strong understanding of the unique needs and interests of the community to be served
- Thoughtful strategy for integrating and establishing a presence in the community, engaging students and parents and soliciting buy in from community members
- Provides evidence of grassroots community support for proposed school and ability to integrate into selected community
- Indicates a clear process for soliciting parental engagement and empowerment concerning the academic and non-academic needs of students
- Vision for strategic partnerships is clear and sufficiently links the school to the community

Capacity to communicate effectively with parents and families

- Schedule for communication to parents/students is timely and allows for due process, includes strategies to prepare students for transitions and strategies for those students who are not on schedule, presents a clear and fair system that complies with students' due process rights
- Parent engagement strategies that integrate and mobilize parents within the school community as conduits for student success
- Structures that foster the development of authentic, sustained, caring, respectful relationships among all stakeholders within school

8.c. Key Community Partnerships

- Clear outline of services provided to the school
- Clear explanation for why the partner was selected and the due diligence conducted in the selection
- Timeline for development and establishment of relationship and all other responsibilities are clearly detailed and understood

Part 9: School Governance

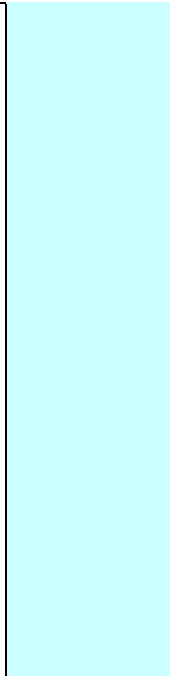
Application Section and Criteria

Evaluation Rating

Evidence to Substantiate Evaluation and Clarifying Questions

9.a School and Advisory Organizational Charts
 A well-developed inclusive governance and organizational design should include:

- Appropriate roles, responsibilities, and decision-making power of school community members (including school leadership)
- An accountability structure that provides effective oversight of the educational program, financial management, and operations of the school
- Data used to inform leadership decision processes
- Effective processes for ongoing policy development, leadership team member development and self-evaluation
- Organizational charts are aligned with mission; roles and responsibilities are clearly defined
- Includes concise summary of qualifications of local school advisory group members and how new members will be elected or selected
- Advisory group has diverse skill set that lends itself to strong educational / operational oversight and a development plan for all members
- Advisory group has demonstrated evidence of effectiveness with similar populations
- Advisory group policies reflect clear and appropriate guidelines for school type
- Demonstrates an understanding of the school advisory body that will ensure the involvement of local stakeholders
- Structure provides for real and meaningful impact from advisory body on school decision making



Part 10: School Leadership and Staffing Plans

<i>Application Section and Criteria</i>	<i>Evaluation Rating</i>	<i>Evidence to Substantiate Evaluation and Clarifying Questions</i>
10.a. Leadership Team: has a proven track record of success serving students of similar demographics.		
10.b. Staffing Model: Plans with lower teacher to student loads should receive a higher rating.		
10.c. Compensation: Compensation schedules represent competitive wages and benefits compared to other school districts.		
10.d. School Leadership: Plan details rigorous selection process to identify and select candidates to lead the school.		

<p>10.e. Leadership team beyond the principal</p> <ul style="list-style-type: none"> • Staff hiring criteria procedures that are clear and aligned with the school's mission and educational design • Well-depicted and strategically-allocated roles and responsibilities for faculty, staff, and administrators 		
<p>10.f. Recruitment of Teaching Staff</p> <ul style="list-style-type: none"> • Proposed team of teachers demonstrates a diversity of skill sets, background and experience • Recruitment plan indicates how the applicant will recruit teachers who meet the required credentials to teach the unique student population including students with disabilities 		

Part 11: Operations

<i>Application Section and Criteria</i>	<i>Evaluation Rating</i>	<i>Evidence to Substantiate Evaluation and Clarifying Questions</i>
<p>11.a. Internal applicants: will continue to use LAUSD operational services</p>		
<p>11.b. External applicants: All external partners submitting school plans under the process described in this Resolution enter into a facilities use agreement. The facilities use agreement must include a commitment to contract with the District as the default provider of outsourced school facility support services, such as cafeteria, custodial, maintenance, security, supplies, and transportation services. The use agreement would further specify that the District must meet agreed-upon performance standards for competitive contracted services. These standards must be met within an agreed-upon time frame. If the District fails to meet these standards within this timeframe, and a timely discussion (between the external partners, the District, and classified labor partners) does not resolve the identified issues, then external partners may then contract with non-District providers for specified support services</p>		
<p>11.c. Master Service Agreement: All partners will agree to enter into discussion regarding the viability of master service agreements</p>		
<p>11.d. School Operations Experience: Plans indicate individuals responsible for coordinating operations at the school site.</p>		
<p>11.e. Operations Start-up Plan: Plan provides a timeline and schedule for the operations-related activities in the planning year to ensure a successful school. (internal teams will work with School Management Services)</p>		
<p>11.f. Operations Plan: Agreed upon service plan submitted (LAUSD Will provide a menu of services)</p>		

Part 12: Finances

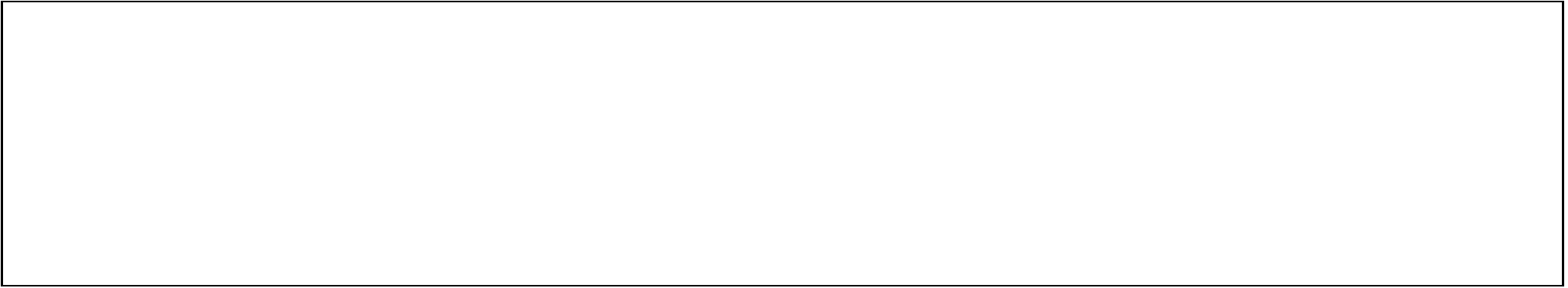
<i>Application Section and Criteria</i>	<i>Evaluation Rating</i>	<i>Evidence to Substantiate Evaluation and Clarifying Questions</i>
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<p>12.a. Funding: Internal teams will receive funding via LAUSD’s transparent budgeting process (based on student ADA). Charter providers will receive funding via charter funding formulas.</p>		
<p>12.b. Budget Narrative A well-developed financial management plan should be feasible & sound, as indicated by:</p> <ul style="list-style-type: none"> • A budget consistent with all parts of the proposal, including school mission, educational program, and staffing plan to include the needs of all students including special populations. • Resources aligned with school goals • Fundraising targets and commitments 		
<p>12.c. Internal Financial Controls</p> <ul style="list-style-type: none"> • Rigorous and consistent internal/fiscal control procedures documented 		

Part 13: Facilities

<i>Application Section and Criteria</i>	<i>Evaluation Rating</i>	<i>Evidence to Substantiate Evaluation and Clarifying Questions</i>
<p>13.a. Facilities: LAUSD will provide facilities use agreement to be finalized by the Workforce Stability Taskforce.</p>		

Overall Comments



F. Frequently Asked Questions (FAQs)

Overview

Q: What is the Public School Choice Resolution?

A: On August 25, 2009, the Board of Education voted 6-1 to approve a resolution that charges the District to provide quality educational options to all of our students. We will focus on developing plans for any new school that opens starting September 2010 and existing schools that have met all of the following criteria:

- “Program Improvement 3+” status, which means that they have been under-performing for five years or more,
- Zero or negative growth in Academic Performance Index (API) for the 2008-09 year
- Less than 21% proficiency and advanced on either the Mathematics or English Language Arts California Standards Test (CST)
- Greater than 10% dropout rates (for High Schools only)

What this means is that now LAUSD must develop a more thoughtful and creative plan (and process for implementation) for how these schools will be operated to provide better educational results for our students. Proposed plans can come from internal District sources, from outside groups that have experience in running schools, and from other community groups and stakeholders. These groups, however, must be public entities. (For example, charter schools, a university, or an educational partnership. Even the teacher’s union can submit a plan.)

Q: Where are the schools located? Do applicant teams have a choice in where their school will be located if the plan is approved?

A: Applications should indicate a preferred community (and where appropriate a specific school site), and applicant teams are expected to engage with local communities to propose a school model that addresses the specific community needs.

A listing of schools may be found at

http://notebook.lausd.net/portal/page?_pageid=33,1129253&_dad=ptl&_schema=PTL_EP

Application Teams

Q: Who is eligible to submit a plan?

A: Any group may work with others to develop and submit a plan. However, only school teams and providers that have demonstrated their ability to meet the needs of all of their students will be selected. Each team needs to provide evidence of a quality instructional program and track record of success. LAUSD educators, charter school operators, partnerships, non-profits, and other independent groups may submit a plan to operate public schools. **For-profit entities will not be allowed to submit a plan.**

Q: How will school teams be supported during the development of plans?

A: Dr. Sharon Robinson from the Superintendent's office will be working directly with the Local District Superintendents and school communities to assist in the development of comprehensive plans that promise to raise student achievement levels for our newly opening and focus schools. Dr. Robinson and her staff will be a resource and provider of assistance. This is not a top-down approach, but rather, a local school-led effort that involves parents, students, educators and staff. Schools will work with their families of schools (feeder schools) so that plans are developed that consider and support our children from early childhood education through high school graduation.

Additional resources will be provided via the creation of the Los Angeles School Development Institute, a new and exciting partnership between UTLA, AALA, LAUSD, and the LA Chamber of Commerce. www.lasdi.net

Q: How many members should be on an applicant team?

A: There is no set requirement for the size of an applicant team. The applicant team should be as large as necessary to represent all constituent groups of a school community and demonstrate expertise in key school design and operations areas.

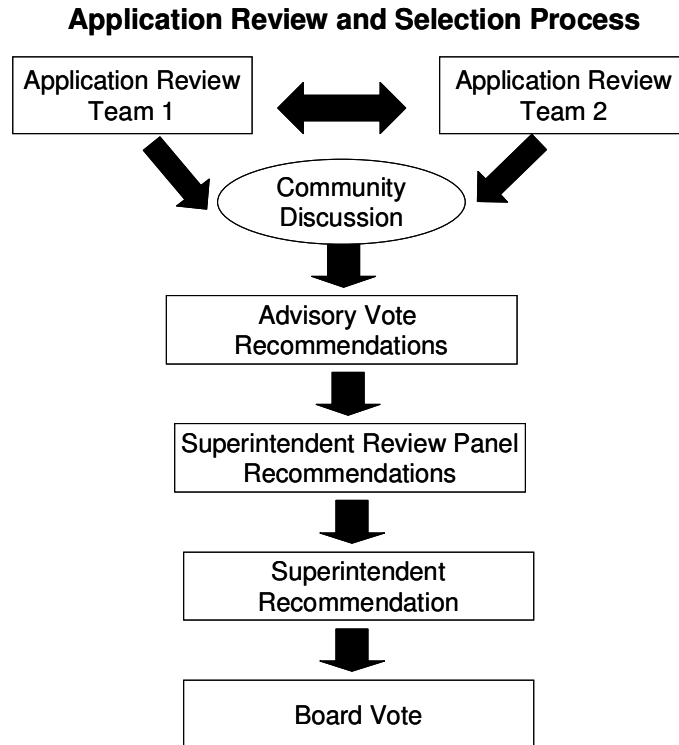
Q: Where can I find additional information about the application requirements? Where are Letters of Intent and Applications submitted?

A: Letters of Intent and Applications should be submitted via www.lausd.net and click on the link to Public School Choice

Selection of Plans

Q: How will applications be reviewed and selected?

A: Please see the application packet for additional details.



Q: I have heard that LAUSD is giving away schools and privatizing education. Is this true?

A: No, this is not true. All new and focus schools will continue to be public schools and the new school operators will be held accountable by the Superintendent and Board of Education.

Q: Will all new schools be charter schools?

A: No. While some schools may go the charter route, many others will be traditional schools, magnet schools, pilot schools, partnership schools/iDesign or Expanded School Based Management Model schools.

Employee Questions

Q: How will this process protect the rights of teachers?

A: A successful plan will need to demonstrate how the school will ensure equitable and fair treatment of all students and adults. Plans will demonstrate compliance with existing laws, and where applicable, existing District labor agreements, approved waivers, and/or negotiated changes to bargaining agreements. If a Charter provider is selected they will follow labor practices in accordance with federal and state laws.

Q: How are teachers selected for schools? Can teachers who do not want to be part of the new school transfer?

A: All collective bargaining and State Education Code procedures will be followed. If a Charter provider is selected they will follow labor practices in accordance with federal and state laws.

Parent and Community Questions

Q: How can community members continue to be involved in the process to improve schools?

A: The public-at-large will have several more opportunities to provide feedback on developing a process for evaluating applications and for final review of those applications. These opportunities will take place at the local level (e.g. school-based meetings to discuss community needs) and in formal bodies (e.g. community representation on application review teams, including the Superintendent's review panel.) Additional information will be posted on the LAUSD website as it soon as it becomes available.

Q: How will students get selected to attend new schools?

A: All successful plans must include a plan to accept neighborhood students before any other student. New schools must relieve overcrowding at neighboring schools. In addition, the plan must demonstrate how the new leadership team plans to partner with the school's feeder schools from pre-K through high school.

Q: Will the new school operators serve students with special needs?

A: Yes. The selection criteria and the application requirements will clearly indicate that any successful plans will need to include students with special needs, including but not limited to students with disabilities, Title I students, Standard English Learners, and English Language Learners.

Q: How will the selected partners be accountable to LAUSD and the neighborhood in which they are located?

A: The planning and submission process requires that prospective operators meet with local community groups to discuss their schooling needs and agree on a vision and mission for the new school that serves all constituents. In addition, each plan will be reviewed by a committee of educators and community members twice a year, and an annual report must be submitted to the Board and Superintendent. Every school will be considered for renewal every five years.

Q: My neighborhood school is not under Program Improvement. How will it be affected by this plan?

A: This plan only affects new schools and existing schools that are in their third, fourth or fifth year of Program Improvement status.

Q: Is the LAUSD giving away school buildings?

A: No, all buildings will still be owned by LAUSD.

Q: Why is this process happening so quickly?

A: We cannot afford to wait more than we already have to enact real change. Our students, parents, and educators want and deserve creative solutions now.

Q: How can I get more information or who should I contact if I have questions?

Additional information on the public school choice resolution and implementation plan is available in the “News and Events” section of the LAUSD website at www.lausd.net.

If you have specific questions, please email them to superintendent@lausd.net

(Name) School

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

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		List the subgroups.	Identify strategies/activities that will improve English Language Development. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.	Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.	Periodic Assessment See monitoring indicators from CST section below to increase the median API score.	Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?	Indicate when the strategy will be implemented and projected date of completion.

<p>Increase the number of schools that meet or exceed their API targets</p> <p><u>2008-09</u></p> <p>282 out of 613 = 46%</p>	10%																																	
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Grade 7 – 34% 38% +4% Grade 8 – 31% 31% 0% Grade 9 – 31% 32% +1% Grade 10 – 29% 31% +2% Grade 11 – 27% 31% +4%					<ul style="list-style-type: none"> • Use of Language in Conversation Literacy: <ul style="list-style-type: none"> • Letter and Word Knowledge • Emerging Writing • Concept of Print • Phonological Awareness Math: <ul style="list-style-type: none"> • Quantity and Counting • Shapes • Time • Classification • Measurement • Patterning 		

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<p>Increase the number of students identified as Gifted to a minimum of 6% of the school site's population.</p> <table border="1"> <thead> <tr> <th></th> <th><u>07-08</u></th> <th><u>08-09</u></th> <th><u>Change</u></th> </tr> </thead> <tbody> <tr> <td></td> <td>9.3%</td> <td>9.2%</td> <td>-.1%</td> </tr> </tbody> </table> <p>Increase the total percentage of each site's African-American and Hispanic students identified as Gifted to a minimum of 6% of each subgroup's total population.</p> <table border="1"> <thead> <tr> <th></th> <th><u>07-08</u></th> <th><u>08-09</u></th> <th><u>Change</u></th> </tr> </thead> <tbody> <tr> <td>African Americans</td> <td>6.6%</td> <td>6.6%</td> <td>.0%</td> </tr> <tr> <td>Hispanics</td> <td>6.9%</td> <td>7.0%</td> <td>.1%</td> </tr> </tbody> </table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>		9.3%	9.2%	-.1%		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	African Americans	6.6%	6.6%	.0%	Hispanics	6.9%	7.0%	.1%	<p>varies by school</p> <p>varies by school</p>				<ul style="list-style-type: none"> Number of state identified Gifted students 		
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																								
	9.3%	9.2%	-.1%																								
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																								
African Americans	6.6%	6.6%	.0%																								
Hispanics	6.9%	7.0%	.1%																								
<p>Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities</p> <p>Prof/Adv CST ELA Subgroups:</p> <table border="1"> <thead> <tr> <th></th> <th><u>07-08</u></th> <th><u>08-09</u></th> <th><u>Change</u></th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>25%</td> <td>27%</td> <td>+2%</td> </tr> <tr> <td>Hispanic</td> <td>31%</td> <td>33%</td> <td>+2%</td> </tr> <tr> <td>English Learners</td> <td>20%</td> <td>23%</td> <td>+3%</td> </tr> <tr> <td>Sts. w/ Disabilities</td> <td>11%</td> <td>12%</td> <td>+1%</td> </tr> </tbody> </table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	African American	25%	27%	+2%	Hispanic	31%	33%	+2%	English Learners	20%	23%	+3%	Sts. w/ Disabilities	11%	12%	+1%	<p>10%</p>				<ul style="list-style-type: none"> See monitoring indicators for CST on pages 34 and 35 		
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																								
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(Name) School

Los Angeles Unified School District
 Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date												
Accelerate the performance of Standard English Learners (SEL)	10%				<ul style="list-style-type: none"> See monitoring indicators for CST on pages 34 and 35 														
AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English <table border="0"> <tr> <td><u>07-08</u></td> <td><u>08-09</u></td> <td><u>Change</u></td> <td></td> </tr> <tr> <td>54.8%</td> <td>55.7%</td> <td>+0.9%</td> <td></td> </tr> </table> 2007-2008 State Target was 50.1% 2008-2009 State Target is 51.6% 2009-2010 State Target is 53.1%	<u>07-08</u>	<u>08-09</u>	<u>Change</u>		54.8%	55.7%	+0.9%		3%				<ul style="list-style-type: none"> ELD Portfolios (K-12) High Point Curriculum/Assessments (6-12) ELD Practicum/Into English Assessments (K-5) 						
<u>07-08</u>	<u>08-09</u>	<u>Change</u>																	
54.8%	55.7%	+0.9%																	
AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT <table border="0"> <tr> <td>% Early Adv/Adv</td> <td></td> <td></td> <td></td> </tr> <tr> <td><u>07-08</u></td> <td><u>08-09</u></td> <td><u>Change</u></td> <td></td> </tr> <tr> <td>36.3%</td> <td>39.3%</td> <td>+3%</td> <td></td> </tr> </table>	% Early Adv/Adv				<u>07-08</u>	<u>08-09</u>	<u>Change</u>		36.3%	39.3%	+3%		5%				<ul style="list-style-type: none"> See monitoring indicators for AMAO 1 on page 37 		
% Early Adv/Adv																			
<u>07-08</u>	<u>08-09</u>	<u>Change</u>																	
36.3%	39.3%	+3%																	

(Name) School

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date																
2008-2009 State Target was 30.6% 2009-2010 State Target was 32.2%																							
AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient on the CELDT and CST <table border="1"> <thead> <tr> <th></th> <th><u>07-08</u></th> <th><u>08-09</u></th> <th><u>Change</u></th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>24.3</td> <td>27.0</td> <td>+2.7%</td> </tr> <tr> <td>Math</td> <td>34.1</td> <td>36.3</td> <td>+2.1%</td> </tr> </tbody> </table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	ELA	24.3	27.0	+2.7%	Math	34.1	36.3	+2.1%											
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																				
ELA	24.3	27.0	+2.7%																				
Math	34.1	36.3	+2.1%																				
Increase EL reclassification rates at the elementary, middle, and high school levels <table border="1"> <thead> <tr> <th></th> <th><u>07-08</u></th> <th><u>08-09</u></th> <th><u>Change</u></th> </tr> </thead> <tbody> <tr> <td>EL</td> <td>13.5</td> <td>15.8</td> <td>+2.3</td> </tr> <tr> <td>MS</td> <td>22.4</td> <td>20.8</td> <td>+8.4</td> </tr> <tr> <td>HS</td> <td>10.3</td> <td>12.4</td> <td>+2.1</td> </tr> </tbody> </table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	EL	13.5	15.8	+2.3	MS	22.4	20.8	+8.4	HS	10.3	12.4	+2.1	5%				<ul style="list-style-type: none"> EL monitoring rosters, and where possible EL students not moving or reclassifying RFEP Monitoring Rosters 		
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																				
EL	13.5	15.8	+2.3																				
MS	22.4	20.8	+8.4																				
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Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs <table border="1"> <thead> <tr> <th></th> <th><u>07-08</u></th> <th><u>08-09</u></th> <th><u>Change</u></th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>25%</td> <td>27%</td> <td>+2%</td> </tr> <tr> <td>MATH</td> <td>26%</td> <td>27%</td> <td>+1%</td> </tr> </tbody> </table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	ELA	25%	27%	+2%	MATH	26%	27%	+1%	35% ELA 35% Math				<ul style="list-style-type: none"> See monitoring indicators for CST on pages 34 and 35 						
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																				
ELA	25%	27%	+2%																				
MATH	26%	27%	+1%																				

(Name) School

**Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix**

Graduation Rate

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
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<p>Graduation rate will increase</p> <table border="1"> <thead> <tr> <th><u>06-07</u></th> <th><u>07-08</u></th> <th><u>Change</u></th> </tr> </thead> <tbody> <tr> <td>67.1%</td> <td>72.4%</td> <td>+5.3%</td> </tr> </tbody> </table>	<u>06-07</u>	<u>07-08</u>	<u>Change</u>	67.1%	72.4%	+5.3%	8%				<ul style="list-style-type: none"> • Increase graduation rate by subgroups (e.g. ELs, AA, Latino/Hispanic) • Decrease rate of drop-outs • Increase the percentage of 9th to 10th grade students accumulating 55 credits • 4-year longitudinal graduation rate (9th grade to graduation) 		
<u>06-07</u>	<u>07-08</u>	<u>Change</u>											
67.1%	72.4%	+5.3%											
<p>Increase percent of 10th graders passing both parts of CAHSEE on the first attempt</p> <table border="1"> <thead> <tr> <th><u>07-08</u></th> <th><u>08-09</u></th> <th><u>Change</u></th> </tr> </thead> <tbody> <tr> <td>57%</td> <td>60%</td> <td>+3%</td> </tr> </tbody> </table>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	57%	60%	+3%	6%				<ul style="list-style-type: none"> • Increased participation in CAHSEE preparation 		
<u>07-08</u>	<u>08-09</u>	<u>Change</u>											
57%	60%	+3%											
<p>Dropout rate will decrease.</p> <table border="1"> <thead> <tr> <th><u>06-07</u></th> <th><u>07-08</u></th> <th><u>Change</u></th> </tr> </thead> <tbody> <tr> <td>31.7%</td> <td>26.4%</td> <td>-5.3%</td> </tr> </tbody> </table>	<u>06-07</u>	<u>07-08</u>	<u>Change</u>	31.7%	26.4%	-5.3%	6%				<p>Monitor students at risk:</p> <ul style="list-style-type: none"> • 85% of students are in attendance for 96% or more of the time • Increase in pass rates in English and/or math courses • Increase in number of students receiving an E or S in Work Habits or Cooperation • Increase attendance rates for both students and teachers to 96%. 		
<u>06-07</u>	<u>07-08</u>	<u>Change</u>											
31.7%	26.4%	-5.3%											

(Name) School

**Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix**

Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
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<p>Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway.</p> <p align="center"> <u>07-08</u> <u>08-09</u> <u>Change</u> 25% TBD% +__% </p>	80%				<p>A-G enrollment and passing rates</p> <ul style="list-style-type: none"> • Decrease the number of students receiving Fails in A-G courses by 10%. • Increase the percent of students earning C's or higher in A-G courses. 		
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<p>Increase the enrollment in Advanced Placement course</p> <p align="center"> <u>07-08</u> <u>08-09</u> <u>Change</u> 1.8% 1.9% + .1% </p> <p>Increase pass rates on AP tests</p> <p align="center"> <u>07-08</u> <u>08-09</u> <u>Change</u> </p>	<p>5%</p> <p>5%</p>				<p>Advanced Placement courses –</p> <ul style="list-style-type: none"> • Increase Advanced Placement offerings at all high schools. • Increase the number of tests administered by 10% • Increase the number of subject matter tests administered by: <ul style="list-style-type: none"> • At least 2 (if the school administers less than 15 subject matter tests) • At least 1 (if the school administers less than 20 subject matter tests) 		
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(Name) School

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Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
44.1% TBD% +TBD%							
Increase students preparedness for College Career Readiness					<u>Middle Schools</u> <ul style="list-style-type: none"> • Students passing core classes with C or better <u>Elementary</u> <ul style="list-style-type: none"> • Students getting 3 or 4 on report cards 		

(Name) School

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
<p>As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents “strongly agree” or “agree” that</p> <ul style="list-style-type: none"> • there are opportunities for parent involvement • they feel welcome at this school • there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card). 	<p>At least 90% of parents respond “Strongly agree” or “agree”</p>	<p>List the subgroups.</p>	<p>Identify strategies/activities that will improve English Language Development. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</p>	<p>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</p>	<p>Periodic Assessment</p> <p>See monitoring indicators from CST section below to increase the median API score.</p> <ul style="list-style-type: none"> • Increased response rates – every school should be at a rate of 40% of selected parents returning surveys in 2009-10. • Welcoming environment and opportunities to participate – every elementary school should be at 90% in 2009-10. Every secondary school should be at 80%. • Parent home involvement should be at 90% for elementary schools and 80% for secondary schools in 2009-10. School involvement should be at 70% for elementary schools and at 50% for secondary schools in 2009-10. • Parent centers – for schools that have accepted funding for parent centers, parent center awareness and participation should be at 80% in 2009-10. • Communication – Communication should be at 90% for elementary schools and 80% for secondary schools in 2009-10. 	<p>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</p>	<p>Indicate when the strategy will be implemented and projected date of completion.</p>

(Name) School

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Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment</i> <i>See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
The majority of students “strongly agree” or “agree” that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)	At least 90% of students respond “strongly agree” or agree				<ul style="list-style-type: none"> • Increased and improved parent partnerships and welcoming environments • Increased external partnerships to support instructional incentives and parent participation support • Increased clear and accurate, updated communication regarding school policy and procedures, between school and home • Increased clear and accurate, updated communication regarding school policy and procedures, between school and home 		
Decrease the number of suspensions <u>06-07</u> <u>07-08</u> <u>08-09</u> <u>Change</u> 83,542 75,049 TBD TBD	25%				<ul style="list-style-type: none"> • Decrease non-mandatory suspension rates at all schools by 25%. • Increase the number of preventive school-wide discipline plans that are effectively implemented • Team Implementation Checklist • Increase use of Discipline Policy Rubric of Implementation by Support Staff for all cohort schools 		
Increase attendance of staff and students <u>07-08</u> <u>08-09</u> <u>Change</u> Students: 93.99% TBD TBD Staff: 93% TBD TBD	96% 96%				<ul style="list-style-type: none"> • Increase attendance incentives/rewards systems • School-wide recognition • Increase attendance incentives/rewards systems • School-wide recognition 		