

(Name) School

SCHOOL PROGRAM IDENTIFICATION

School Name:	Local District:
District CDS Code: 1964733	School CDS Code:
Initial Year: 2010-2011	

For additional information on our school programs contact the following:

Principal:	E-mail address:	
Contact Person:	Position:	E-mail address:
Address:	Telephone Number:	

Indicate which of the following Federal, State and Local Programs are consolidated in this plan:

<input type="checkbox"/> English Learners Programs (EIA-LEP)	<input type="checkbox"/> Special Education/Least Restrictive Environment (LRE)
<input type="checkbox"/> Gifted and Talented Education (GATE)	<input type="checkbox"/> Title I Schoolwide Program (SWP)
<input type="checkbox"/> Los Angeles Educational Alliance for Restructuring Now (LEARN)	<input type="checkbox"/> Title I Targeted Assistance School (TAS)
<input type="checkbox"/> Quality Education Investment Act (QEIA)	<input type="checkbox"/> Title II Professional Development
<input type="checkbox"/> School Based Coordinated Programs (SBCP)	<input type="checkbox"/> Title III English Language Acquisition, Language Enhancement, and Academic Achievement
<input type="checkbox"/> School Based Management (SBM)	<input type="checkbox"/> Tobacco Use Prevention Education (TUPE)
<input type="checkbox"/> School Governance Council (SGC)	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Program Improvement (PI)	

Year 1 Year 3 Year 4 Year 5+ LAUSD School of Choice

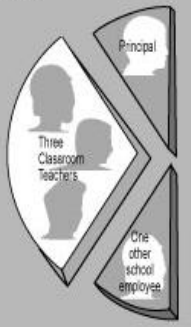

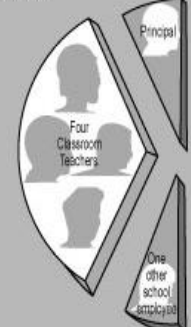

The District Governing Board approved this Revision to Update the <i>Single Plan for Student Achievement</i> on:	
	Date

The Local District staff has reviewed the School Plan with the principal and agreed to support and provide feedback for implementation.			
Signature		Signature	
_____	_____	_____	_____
Local District Director of School Services	Date	Local District Superintendent or Designee	Date

(Name) School

School Site Council Composition (SSC)

EC 52012, 52852

<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Total 5</p>  </div> <div style="width: 45%;"> <p>Total 5</p>  </div> </div> <div style="text-align: center; margin-top: 10px;"> <h3>Elementary</h3> <p>In elementary schools, half of the members are the principal, classroom teachers, and other school personnel; half are parents or other community members. Classroom teachers are a majority of the first group. (EC 52852)</p> </div> <p>The membership of the council shall be no fewer than 10 members.</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Total 6</p>  </div> <div style="width: 45%;"> <p>Total 6</p>  </div> </div> <div style="text-align: center; margin-top: 10px;"> <h3>Secondary</h3> <p>In secondary schools, half of the members are the principal, classroom teachers, and other school personnel; half are students and parents or other community members. Classroom teachers are a majority of the first group; students make up one-half of the second group. (EC 52852)</p> </div> <p>The membership of the council shall be no fewer than 12 members. *</p>
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* A School Site Council at the middle school may, but is not required to, include student representatives (EC 33133-C).

Part A – School Staff				Part B – Parents/Community			
Name	Principal	Classroom Teacher	Other Personnel	Name	Parent	Community	Student

Total number in each column _____
 Total number in Part A _____

Total number in each column _____
 Total number in Part B _____

 Name of SSC Chairperson Position (e.g., Parent, Teacher)

 Name of Principal

 Signature of SSC Chairperson Date

 Signature of Principal Date

(Name) School

COMMITTEE RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval and assures the board of the following:

1. School site councils have developed and approved a plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process, and any other school programs or grants they choose to include.
2. School plans must be developed “with the review, certification, and advice of any applicable school advisory committees.”

The school site council sought and considered all recommendations from the following groups or committees before adopting this plan. **Signatures** are requested for those advisory committees/groups providing input in the development of this plan.

Committees	Chairperson		Check		Date of review of recommendation
	Print Name	Signature	Parent/Community	Staff	
Compensatory Education Advisory					
English Learner Advisory					
Gifted & Talented Education Program Advisory					
UTLA Chapter Chair or Chapter Chair's Designee					
Other (list)					

3. The content of the plan must be aligned with school goals for improving student achievement.
4. The plan must be reviewed annually and updated, including proposed expenditures of funds allocated to the school through the consolidated application, by the school site council.
5. Plans must be reviewed and approved by the governing board of the local educational agency “whenever there are material changes that affect the academic programs for students covered by programs” funded through the consolidated application.
6. The school minimizes the removal of identified children during the regular school hours for supplemental Title I instruction. (Targeted Assistance Schools only)
7. This school plan was adopted by the school site council on:

Date

Attested:

Typed name of SSC chairperson

Signature of SSC chairperson

Date

**George Washington
Carver
Middle School
Budget &
Budget Narrative**

SIG Form 4b–School Projected Budget

School Projected Budget- Revised

Fiscal Year 2009–10

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

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	\$1,217,373	\$1,349,229	\$1,304,571
2000– 2999	Classified Personnel Salaries	\$ 35,124	\$ 16,848	\$ 16,848
3000– 3999	Employee Benefits	\$ 220,773	\$ 217,943	\$ 226,774
4000– 4999	Books and Supplies	\$ 9,676	\$ 62,002	\$ 84,327
5000– 5999	Services and Other Operating Expenditures	\$ 185,290	\$ 129,665	\$ 129,665
7100– 7199	Tuition	\$ 80,000	\$ 80,000	\$ 80,000
7310 & 7350	Transfers of Indirect Costs			
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		\$ 1,748,236	\$ 1,855,687	\$ 1,842,185

		3401, 3501, 3601
Instructional Coaches – Hire 2 instructional coaches in Math and Science: <ul style="list-style-type: none"> 2 coaches x 36 weeks x 40 hrs/week x \$66 / hr = \$186,892 x 3 years = \$560,676 	\$ 560,676	1100
LMU - Mount Saint Mary's Instructional Leadership Program – Pay the tuition cost for a cohort of 20 teachers to participate in this instructional leadership program: <ul style="list-style-type: none"> 20 teachers x \$4,000 tuition per year = \$80,000 x 3 years = \$240,000 	\$ 240,000	7143
Data Analyst – Hire a data analyst to assist teachers to analyze student level data \$101,743 x 3 years = \$305,229	\$ 305,229	1200, 3101, 3201, 3301, 3401, 3501, 3601
Extended Day Year Round Calendar – Increase the instructional day by 24 minutes in order to ensure that all students have additional time daily for learning. <i>SY 2010-2011</i> <ul style="list-style-type: none"> 103 teachers x 156 days x 0.4 hrs x ~\$61.88 / hr = \$397,694 x 1 year = \$397,694 5 administrators x ~\$2,750.42 = \$13,752 x 1 year = \$13,752 10 classified staff x ~\$1,095.20 = \$10,952 x 1 year = \$10,952 14 buses x \$360 / bus = \$5,040 x 1 year = \$5,040 	\$ 397,694 \$ 13,752 \$ 10,952 \$ 5,040	1100, 3101, 3201, 3301, 3401, 3501, 3601 1300, 3101, 3201, 3301, 3401, 3501, 3601 2200, 3202, 3302, 3402, 3502, 3602 5600
Extended Day Traditional Calendar – As we move from a year round to a traditional calendar, we will increase the instructional day by 40 minutes in order to ensure that all students have additional time daily for learning. <i>SY 2011-2012 and SY 2012-2013</i> <ul style="list-style-type: none"> 70 teachers x 180 days x ~0.66 hrs x ~\$61.88 / hr = 	\$ 1,039,528	1100, 3101, 3201, 3301, 3401,

<p>$\\$519,764 \times 2 \text{ years} = \\$1,039,528$</p> <ul style="list-style-type: none"> 5 administrators x $\sim\\$2,750.42 = \\$13,752 \times 2 \text{ years} = \\$27,504$ 10 classified staff x $\sim\\$1,095.20 = \\$10,952 \times 2 \text{ years} = \\$21,904$ 14 buses x $\\$360 / \text{bus} = \\$5,040 \times 2 \text{ years} = \\$10,080$ 	<p>\$ 27,504</p> <p>\$ 21,904</p> <p>\$ 10,080</p>	<p>3501, 3601 1300, 3101, 3201, 3301, 3401, 3501, 3601 2200, 3202, 3302, 3402, 3502, 3602 5600</p>
<p>Summer School – Implement a 6 week summer intervention program to provide academic support and skill building to students who do not demonstrate proficiency in ELA and Math. <i>SY 2011-2012</i></p> <ul style="list-style-type: none"> 20 teachers x 120 hrs x $\\$66 / \text{hr} = \\$158,400 \times 1 \text{ year} = \\$158,400$ 20 teachers x 6 hrs x $\\$66 / \text{hr} = \\$7,920 \times 1 \text{ year} = \\$7,920$ 1 counselor x 120 hrs x $\\$66 / \text{hr} = \\$7,920 \times 1 \text{ year} = \\$7,920$ 2 campus aides x 150 hrs x $\\$25 / \text{hr} = \\$7,500 \times 1 \text{ year} = \\$7,500$ General Supplies: 500 students x $\\$85 / \text{student} = \\$42,502 \times 1 \text{ year} = \\$42,502$ Custodial Services and Supplies: 520 students and staff x $\\$25 / \text{hr} = \\$13,000 \times 1 \text{ year} = \\$13,000$ 	<p>\$ 158,400</p> <p>\$ 7,920</p> <p>\$ 7,920</p> <p>\$ 7,500</p> <p>\$ 42,502</p> <p>\$ 13,000</p>	<p>1100, 3101, 3201, 3301, 3401, 3501, 3601 1100, 3101, 3201, 3301, 3401, 3501, 3601 1200, 3101, 3201, 3301, 3401, 3501, 3601 2200, 3202, 3302, 3402, 3502, 3602 4300 4000</p>

Summer School SY 2012- 2013	\$ 11,880	1200,
<ul style="list-style-type: none"> • 1 coordinator x 180 hrs x \$66 / hr = \$11,880 x 1 year = \$11,880 		3101, 3201, 3301, 3401, 3501, 3601
<ul style="list-style-type: none"> • 12 teachers x 120 hrs x \$66 / hr = \$95,040 x 1 year = \$95,040 	\$ 95,040	1100, 3101, 3201, 3301, 3401, 3501, 3601
<ul style="list-style-type: none"> • 12 teachers x 12 hrs x \$66 / hr = \$9,504 x 1 year = \$9,504 	\$ 9,504	1100, 3101, 3201, 3301, 3401, 3501, 3601
<ul style="list-style-type: none"> • 1 counselor x 120 hrs x \$66 / hr = \$7,920 x 1 year = \$7,920 	\$ 7,920	1200, 3101, 3201, 3301, 3401, 3501, 3601
<ul style="list-style-type: none"> • 2 campus aides x 150 hrs x \$25 / hr = \$7,500 x 1 year = \$7,500 	\$ 7,500	2200, 3202, 3302, 3402, 3502, 3602
<ul style="list-style-type: none"> • Instructional Materials: 312 students x \$173.40 / student = \$54,102 x 1 year = \$54,102 	\$ 54,102	4300
<ul style="list-style-type: none"> • General Supplies: 312 students x 50 / student = \$15,600 x 1 year = \$15,600 	\$ 15,600	4300
<ul style="list-style-type: none"> • Custodial Services and Supplies: 325 students and staff x \$25 / hr = \$8,125 x 1 year = \$8,125 	\$ 8,125	4000
Elective Period – Hire outside providers to teach extracurricular classes and to support our student as they explore their interests:	\$ 162,000	5800
<ul style="list-style-type: none"> • 5 experts x 36 weeks x 10 hrs / week x \$30 / hr = 		

<p>$\\$54,000 \times 3 \text{ years} = \\$162,000$</p> <p>Provide additional time for the Band teacher to allow for the music program to be available all year in a year round school: <i>SY 2010-2011</i></p> <ul style="list-style-type: none"> Teacher Z-time: $560 \text{ hrs} \times \\$66 / \text{hr} = \\$36,960 \times 1 \text{ year} = \\$36,960$ Teacher Auxiliary: $236 \text{ hrs} \times \\$66 / \text{hr} = \\$15,576 \times 1 \text{ year} = \\$15,576$ 	<p>\$ 36,960</p> <p>\$ 15,576</p>	<p>1100, 3101, 3201, 3301, 3401, 3501, 3601</p> <p>1100, 3101, 3201, 3301, 3401, 3501, 3601</p>
<p>Coordinator Z-Time – Because Carver is on a year-round calendar, additional time is needed for coordinators to work during their unassigned time: <i>SY 2010-2011 and SY 2011-2012</i></p> <ul style="list-style-type: none"> 4 coordinators x 350 hrs x $\\$66 / \text{hr} = \\$92,400 \times 2 \text{ years} = \\$184,800$ 	<p>\$ 184,800</p>	<p>1200, 3101, 3201, 3301, 3401, 3501, 3601</p>
<p>Administrator Z-Time – Pay our principal and assistant principals to work during the summer months of July and August: <i>SY 2011-2012 and SY 2012-2013</i></p> <ul style="list-style-type: none"> 5 Administrators x 224 hrs x $\\$66 / \text{hr} = \\$73,920 \times 2 \text{ years} = \\$147,840$ 	<p>\$ 147,840</p>	<p>1300, 3101, 3201, 3301, 3401, 3501, 3601</p>
<p>Psychiatric Social Worker – The PSW will provide individual, group and family therapy. $\\$111,470 \times 3 \text{ years} = \\$334,410$</p>	<p>\$ 334,410</p>	<p>1200, 3101, 3201, 3301, 3401, 3501, 3601</p>
<p>Psychologist – The psychologist will provide individual, group and family therapy. <i>SY 2010-2011</i> $\\$82,831 \times 1 \text{ year} = \\$82,831$</p>	<p>\$ 82,831</p>	<p>1200, 3101, 3201, 3301, 3401, 3501, 3601</p>
<p>Pupil Services Attendant – Hire a PSA to focus solely on ensuring that students are attending school by taking additional measures to track student absences and</p>	<p>\$ 106,469</p>	<p>1200, 3101,</p>

<p>communicate proactively with parents. SY 2012-13</p> <p>\$106,469 x 1 year = \$106,469</p>		<p>3201, 3301, 3401, 3501, 3601</p>
<p>Librarian – Hire a librarian to help students improve their inquiry and critical thinking skills, learn about resources and research tools and help them broaden their interest in books to enhance their growth as competent and avid readers. SY 2010-2011</p> <p>\$94,992 x 1 year = \$94,992</p>	\$ 94,992	<p>1200, 3101, 3201, 3301, 3401, 3501, 3601</p>
<p>2 Library Aide Positions – Fund 2 library aides for 3 hours in order to ensure that our library remains open for students and teachers on a consistent basis: SY 2010-2011</p> <ul style="list-style-type: none"> 2 Library Aides x \$13,758 = \$27,516 x 1 year = \$27,516 	\$ 27,516	<p>1200, 3101, 3201, 3301, 3401, 3501, 3601</p>
<p>Day to day substitutes – These funds will cover the benefited absence of the register carrying CSR teachers purchased from this same fund: SY 2010-2011</p> <ul style="list-style-type: none"> 5 Days x \$260 / day = \$1,300 x 1 year = \$1,300 	\$ 1,300	<p>1200, 3101, 3201, 3301, 3401, 3501, 3601</p>
<p>Articulation – Teachers will be released to meet with their prior grade level and post grade level colleagues, do observations of each others' classrooms, and plan instruction based on student needs: SY 2010-2011</p> <ul style="list-style-type: none"> 93 days x \$260 / substitute day = \$24,192 x 1 year = \$24,192 <p>SY 2011-2012 and SY 2012-2013</p> <ul style="list-style-type: none"> 63 days x \$260 / substitute day = \$16,387 x 2 years = \$32,774 	\$ 24,192 \$ 32,774	<p>1200, 3101, 3201, 3301, 3401, 3501, 3601 1200, 3101, 3201, 3301,</p>
<p>Parent and Community Engagement Grant – Carver will form a Family Action Team, comprised of parents, students, teachers and staff who take responsibility for parent engagement. This Family Action Team will have access to funds and will decide how to best utilize this funding to increase the level of parent engagement at the school.</p> <p>\$5,000 x 3 years = \$15,000</p>	\$ 15,000	4300
<p>Parent Training – Collaborate with a community provider to develop and implement parent workshops designed to help</p>	\$30,000 Yr 1-3	5800

<p>parents provide a home environment that is most conducive to meeting their children's educational needs. \$10,000 x 3 years = \$30,000 • Materials \$4,676 x 1 year = \$4,676 Yr 1 \$1,500 x 2 years = \$3,000 Yrs 2-3 Total = \$7,676</p>	<p>\$7,676</p>	<p>4300</p>
<p>Capturing Kids' Hearts – Implement the Capturing Kids' Hearts training program, a 3-day off-site learning experience that provides tools for staff to build positive, productive, trusting relationships among themselves and with their students.</p> <p>\$61,250 Yr1 \$5,625 Yr2 \$5,625 Yr3</p> <p><i>SY 2010-2011</i></p> <ul style="list-style-type: none"> • Trainers: \$35 per student x 1750 students = \$61,250 x 1 year = \$61,250 <p><i>SY 2011-2013</i></p> <ul style="list-style-type: none"> • Trainers: \$5 per student x 1125 students = \$5,625 x 2 years = \$11,250 <p>Total = \$72,500</p>	<p>\$72,500</p>	<p>5800</p>

**George Washington
Carver
Middle School**

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

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

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

Intervention Model: Turnaround **Restart** Closure Transformation

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

at each school level. Further, we will not only analyze quantitative data about how well these new approaches are working vis-à-vis student achievement and graduation rates, but we will also gather feedback from participating teachers, reviewers, principals, parents and students. From the quantitative and qualitative analyses during the prototyping phase, which will carefully involve the input of teachers and leaders, we will collectively design the new system to be used in SY 2011-2012 and SY 2012-2013.

SY 2011-2012 and SY 2012-2013 – Implementing the new systems: In SY 2011-2012 and SY 2012-2013, we will implement new evaluation systems for our teachers and leaders in the School Improvement Grant schools. Following from the prototyping process described above, these evaluation

		systems will (a) take into account student growth as a significant factor (details to be determined during the Prototyping process), (b) include multiple observations of performance, and (c) include collecting evidence of professional practice reflective of student achievement and increased graduation rates.			
RPR	<ul style="list-style-type: none"> Identifying and rewarding (incentivizing) teachers and leaders who have increased student achievement and/or high school graduation rates – Using the evaluation systems developed in the Prototyping process, we will identify effective teachers and leaders who have increased student achievement and/or high school graduation rates. In consultation with the teachers and leaders at each school, we will then design an approach for rewarding these teachers and leaders. Each school will have rewards for individual educators, groups of educators (e.g., teachers in the same subject and grade), and/or the entire school. These rewards will come from a defined pool. 				
IRR		<p>SY 2010-2011 – Develop: In alignment with the Prototyping process for the new evaluation systems and the involvement of teachers and leaders at each school, we will develop the rewards system during SY 2010-2012.</p> <p>SY 2011-2012 and SY 2012-2013 – Implement: Rewards will be implemented in SY 2011-2012 and SY 2012-2013</p>	<p>\$330,000</p> <p><i>(Years 2-3 only)</i></p> <p>for rewards pool for improving student learning</p> <p>[110 teachers and school leaders x \$1,500]</p>		Superintendent's Office

IRR	<p>All teachers and leaders will know exactly what their individual, group or whole school targets are at the beginning of the school year. They will also be given mid-year indicators of progress toward the targets to know if they are on track or not.</p>				
PD	<ul style="list-style-type: none"> • Individual Growth Plans & high-quality, job-embedded professional development – Each teacher and school leader will participate in Individual Growth Planning, tying each educator’s previous and current evaluations to actionable goals and activities each year. These plans will include education (attending classes and workshops), exposure (watching someone else demonstrate excellence in the development area) and experience (targeted attempts at trying out new skills in one’s role as a teacher or school leader). Some subject-specific, grade-specific, and school-wide professional development will be developed based upon common goal areas in teacher and leader Individual Growth Plans. Teachers and leaders will receive incentives for developing and executing their plans. 	<p>Implemented all three years of the grant. A basic prototype of these plans will be developed by the Ad-hoc Stakeholder Advisory Group by September 2010. This template will set out parameters and establish consistency of approach, but be customizable by schools based on site goals, goals, and context. Each teacher and leaders plan will be developed and approved by the second month of school. Teachers and leaders will pursue professional development activities throughout the course of each school year, collecting artifacts and reflecting on their experiences. Artifacts and reflections will be due in the last month of each school</p>	<p>\$137,500 <i>(Year 1 only)</i></p> <p>for developing individual growth plans</p> <p>[110 teachers and school leaders x \$1,250]</p> <p>\$220,000 <i>(Years 2-3)</i></p> <p>for developing individual growth plans</p> <p>[110 teachers and school leaders x</p>		Superintendent’s Office
IRR	<p>Teachers and leaders will be supported by their administrative supervisors or by a Teacher Leader as they develop and execute their plans.</p>				

		<p>year, and must be turned in and approved prior to receiving the incentive.</p> <p>SY 2010-2011 – Develop evaluation system</p> <p>SY 2011-2012 – Identify teachers in need of improvement, identify improvement criteria and minimum improvement thresholds, and begin providing intensive support</p> <p>SY 2012-2013 – Provide intensive support and identify teachers to be removed who have not met improvement criteria.</p>	<p>\$1,000]</p> <p>N/A</p>			<p>Superinte t’s Office</p>
<p>IRR</p>	<p>Opportunities for promotion and career growth:</p> <ul style="list-style-type: none"> Teacher Leaders – We will identify highly effective teachers to be Teacher Leaders, involved in teacher observations and reviews for the new evaluation systems. These teachers could work as 	<p>Identified and trained prior to the beginning of each school year. Active throughout the school year.</p>	<p>N/A</p>			<p>Superinte t’s Office</p>

IRR	<p>classroom teachers and also spend time as Teacher Leaders conducting observations and follow-up consultations during the school year. These teachers will receive compensation for their additional work.</p> <ul style="list-style-type: none"> • National Board Certified Teachers – Each school has several National Board Certified Teachers. National Board Certification is awarded to teachers who demonstrate effectiveness in the classroom. In addition to a 7.5% salary increase for being certified, these teachers are eligible for an additional 7.5% salary increase for providing 92 hours of service. At SIG schools, at least half of these hours will be dedicated to supporting fellow teachers in the development and implementation of Individual Growth Plans, and/or in providing job-embedded professional development in alignment with this grant. 	<p>Already identified. Trained prior to the beginning of each school year. Actively involved throughout the school year.</p>	N/A	Superintendent's Office
EMO TA	<ul style="list-style-type: none"> • Instructional Coaches – The Partnership works with UCLA Center X to support the coaching model at its schools. Carver will hire 2 UCLA instructional coaches in Math and Science to provide ongoing professional development and support to teachers on lesson design, delivery, and curriculum materials during the school year. Despite the challenges facing many of Carver's students, we believe that teachers can do a better job of helping the students master grade level standards. For 		<p>\$560,676 <i>(Years 1-3)</i> [2 coaches x 36 weeks x 40 hrs/week x \$66 / hr] <i>Contracted Services</i></p>	Principal
PD				

<p>SD IP</p>	<p>instance, in 2008-09 44% of Carver’s students declined 1 or more proficiency levels on the ELA CST and 50% of Carver’s students declined 1 or more proficiency levels on the Mathematics CST. This is well below the LAUSD average for middle schools of 29% decline in ELA and 38% decline in math. Instructional coaches will help strengthen teacher practice to ensure that students maintain or accelerate proficiency levels on California Standards Tests.</p>					
<p>RP</p>	<p>Principal has been replaced within the last two years and is implementing reform efforts.</p>					
<p>PD IRR TA RPR</p>	<ul style="list-style-type: none"> LMU - Mount Saint Mary’s Instructional Leadership Program – During the 2010-11 and 2011-12 school years, we will pay the tuition cost for a cohort of 20 teachers to participate in this 2-year instructional leadership program. We will extend this opportunity to 20 more teachers beginning in 2012-13. 		<p>\$240,000 <i>(Years 1-3)</i> [20 teachers x \$4,000 tuition per year]</p>			<p>Principal</p>
<p>TA</p>	<p><i>Institute a system for measuring changes in instructional practices resulting from professional development.</i></p> <ul style="list-style-type: none"> Instructional Rounds: Instructional Rounds is the main mechanism 	<p>Sep- Jun</p>	<p>NA- training</p>			<p>Assistant</p>

<p>EMO</p> <p>SD IP</p> <p>SD</p>	<p>A performance culture is an essential foundation for school success. As part of the restart model, the Partnership builds performance cultures at its schools where data is used to design rigorous learning opportunities for all students and to drive key decisions related to curriculum, professional development, and resource allocation.</p> <ul style="list-style-type: none"> • Periodic Assessments – Carver will implement the LAUSD Periodic Assessments, which are aligned with the California academic standards. This will enable the school staff to effectively gauge student progress throughout the school year and make changes to instructional practices to better meet student learning needs. 	<p>Oct, Dec, Feb, Apr</p>	<p>N/A – already developed</p>			<p>Assistant Superintendent of Instructional Principal</p>
<p>SD IP</p>	<p><i>Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</i></p> <ul style="list-style-type: none"> • Using Data to Inform Instruction – Teachers will frequently monitor student progress by reviewing common assessment results, culminating tasks, and Periodic Assessments. In addition, teachers and administrators will be trained 		<p>N/A – <i>(Years 1-3)</i> training provided by</p>			<p>Assistant Superintendent of Instructional Principal</p>

<p style="text-align: center;">SD EMO TA</p>	<p>on how to more effectively utilize LAUSD’s My Data system.</p> <ul style="list-style-type: none"> • Data Analyst – Data analysis is a key component of the Partnership’s restart model. Carver will hire a data analyst to assist teachers to analyze student level data, including identification of trends at the sub-strand level on periodic assessments. This deep level on analysis will enable to teachers to better tailor their lesson design and delivery to meet the unique needs of their students. 		<p>PLAS staff</p> <p>\$305,229 <i>(Years 1-3)</i> for salary and benefits</p>			<p>Principal</p>
<p style="text-align: center;">ILT</p>	<p><i>Establish schedules and implement strategies that provide increased learning time.</i></p> <p>Students need extended learning opportunities where they receive targeted intervention beyond what is offered during the school day. A critical component of Carver’s restart model is extending the school calendar as well as providing summer learning opportunities for its students.</p> <ul style="list-style-type: none"> • Extended Day Year Round Calendar – The year round school calendar has 163 days minus 7 Furlough days resulting in 156 days of instruction. We will increase the instructional day by 24 minutes in order to ensure that all students have additional time daily for learning. This extended time will provide students more opportunities to clarify their learning and provide teachers more time to check for 		<p><i>Teacher salary cost for additional hours</i></p> <p>\$397,694 <i>(Year 1)</i> [103 teachers x 156 days x 0.4 hrs x</p>			<p>Principal</p>

	understanding.		~\$61.88 / hr]	
PD	Administrator Z-Time – Administrators will also need extended time to plan and facilitate professional development for teachers during unassigned time (Saturdays).		\$13,752 <i>(Year 1)</i> [5 admin x ~\$2,750.42]	
ILT	Classified Time – Fund will be used for extended time for classified staff to work an additional 24 minutes per day.		\$10,952 <i>(Year 1)</i> [10 classified staff x ~\$1,095.20]	
ILT	School buses for Special Education students – Funds will be used to provide transportation during the extended time for special education students.		\$5,040 <i>(Year 1)</i> [14 buses x \$360 / bus]	
ILT	<ul style="list-style-type: none"> Extended Day Traditional Calendar – As Carver moves from a “year round” to a traditional calendar, it will increase the instructional day by 40 minutes in order to ensure that all students have additional time daily for learning. This extended time will provide students more opportunities to clarify their learning and provide teachers ample time to check for understanding. <p>Administrator Z-Time – Carver will</p>		<p><i>Teacher salary cost for additional hours</i></p> <p>\$1,039,528 <i>(Years 2 - 3)</i> [70 teachers x 180 days x ~0.66 hrs x</p>	Principal

ILT	<p>provide extended time for administrators to plan and facilitate professional development for teachers during unassigned time (Saturdays).</p> <p>Classified Time – Classified staff will also work an additional 40 minutes per day.</p>	~\$61.88 / hr]	\$27,504	(Years 2 - 3) [5 admin x ~\$2,750.42]	Principal
ILT	<p>School buses for Special Education students – Funds will be used to provide transportation during the extended time for special education students.</p>	\$21,904	(Years 2 - 3) [10 classified staff x ~\$1,095.20]		
		\$10,080	(Years 2 - 3) [14 buses x \$360 / bus]		
ILT SD	<ul style="list-style-type: none"> • Summer School – Summer represents a critical opportunity for accelerating student achievement. Studies have demonstrated that children who lack engaging activities during the summer lose two months’ grade-equivalent skills that have to be relearned when they return 	\$158,400	(Year 2) [20 teachers x 120 hrs x \$66		

to school in the fall. As a result, Carver will implement a 6 week summer intervention program to provide academic support and skill building to students who do not demonstrate proficiency in ELA and Math. Summer School will be essential for Carver's lowest performing students, which include African-Americans (7% of enrollment) and ELLs (45% of enrollment). In 2008-09, 5.4% of African-American students were proficient in ELA and 6.1% were proficient in mathematics. Less than 1% of ELL students were proficient in ELA and 1.5% were proficient in Mathematics.

/ hr]

Teacher PD:

\$7,920

(Year 2)

[20 teachers x
6 hrs x
\$66/hr]

\$7,920

(Year 2)

[1 counselor x
120 hrs x \$66
/ hr]

\$7,500

(Year 2)

[2 campus
aides x 150
hrs x \$25 / hr]

			General Supplies:	
			\$42,502	
			<i>(Year 2)</i> [500 students x \$85 / student]	
			Custodial Services and Supplies:	
			\$13,000	
			<i>(Year 2)</i> [520 students and staff x \$25 / hr]	
		SY 2012- 2013	\$11,880	
			<i>(Year 3)</i> [1 coordinator x 180 hrs x \$66 / hr]	

\$95,040

(Year 3)

[12 teachers x

120 hrs x \$66
/ hr]

Teacher PD:

\$9,504

(Year 3)

[12 teachers x

12 hrs x \$66 /
hr]

\$7,920

(Year 3)

[1 counselor x

120 hrs x \$66
/ hr]

\$7,500

(Year 3)

[2 campus
aides x 150
hrs x \$25 / hr]

Instructional
Materials:

\$54,102

(Year 3)
[312 students
x 173.40 /
student]

General
Supplies:

\$15,600

(Year 3)
[312 students
x \$50 /
student]

Custodial
Services and
Supplies:

\$8,125

(Year 3)

<p>SD</p> <p>FCE</p>	<ul style="list-style-type: none"> • Elective Period – In order to provide all students with an extracurricular class and to support our students as they explore their interest, we are aligning our extracurricular activities to the small learning community themes in our receiving high schools. To that end we will contract with: Nutrition Network, Los Angeles County Museum of Art, East Los Angeles College Theater Arts Department, CDTech and well known muralists in Los Angeles. These partnerships will expose our students to experts in each area and provide opportunities for teachers to co-teach the elective theme with these experts twice a week. • Music Offerings – Also, we will provide additional time for the Band teacher to allow for the music program to be available all year in a year round school. 	<p>SY 2010-2011</p>	<p>[325 students and staff x \$25 / hr]</p> <p>\$162,000</p> <p><i>(Years 1- 3)</i> [5 experts x 36 weeks x 10 hrs / week x \$30 / hr]</p> <p><i>Contracted Services</i></p> <p>Teacher Z-time:</p> <p>\$36,960</p> <p><i>(Year 1)</i> [560 hrs x \$66 / hr]</p> <p>Teacher Auxiliary:</p>		
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<p>PD</p>	<ul style="list-style-type: none"> • Coordinator Z-Time – Because Carver is on a year-round calendar, additional time is needed for coordinators to work during their unassigned time. • Administrator Z-Time – The Partnership believes administrative teams need to use the summer months for planning and preparation. Funds will be used to pay our principal and assistant principals to work during the summer months of July and August because we believe this additional planning time is critical in overcoming the significant challenges that face low performing schools in high poverty neighborhoods. School administrators will spend the summer reflecting on the challenges and achievements of the prior year, planning for the next school year, and supporting summer school. 		<p>\$15,576</p> <p><i>(Year 1)</i> [236 hrs x \$66 / hr]</p> <p>\$184,800</p> <p><i>(Years 1-2)</i> [4 coord x 350 hrs x \$66 / hr]</p> <p>\$147,840</p> <p><i>(Years 2-3)</i> [5 Admin x 224 hrs x \$66 /hr]</p>		
<p>SD</p>	<p><i>Provide appropriate social-emotional and community-oriented services and supports for students.</i></p> <p>We understand that student needs extend well</p>				

IP	<p>beyond the classroom. As part of the restart model, Carver is implementing initiatives and programs that address the “whole child”—social-emotional as well as academic needs. Student suspensions increased 5.3% during the 2008-09 school year to 13%. Student attendance was 94.4% during the 2008-09 school year. Carver would like to reduce the YTD suspension rate to under 10% and increase student attendance to 96% by the end of the 2010-11SY. Also, student transiency at Carver was 25% during the 2008-09 SY.</p> <p>Therefore, the services of the following positions, especially a Social Worker and Psychologist, will help students and families address issues that impact student’s ability to focus on being successful in school.</p>			
SD	<ul style="list-style-type: none"> • Psychiatric Social Worker – The PSW will provide individual, group and family therapy on topics like trauma awareness, social skills, conflict mediation and grief; provide <i>Back in Control</i> parent trainings, conduct staff development to address barriers to learning; provide community referrals with District and community resources to address student and family needs; participate in SST/COST meetings to identify student needs and services; integrate RtI2 to create and implement school and student services at every tier. 	\$334,410	<i>(Years 1-3)</i>	Principal
		for PSW		
		Salary		
		(B-Basis at		
		8hr/day)		

SD	<ul style="list-style-type: none"> • Psychologist – The psychologist will provide individual, group and family therapy on topics like academic problems, achievement goals, bilingual/bicultural adjustment, behavior and social skills, and problem solving/decision making skills. Additionally the school psychologist will assist with the development and evaluation of intervention programs and provide PD to staff on topics such as child development and adolescent issues. 	<p>\$82,831</p> <p><i>(Year 1)</i> for School Psychologist salary</p> <p>(K-Basis at 8hr per day for 4 days / week)</p>
SD	<ul style="list-style-type: none"> • Pupil Services Attendant – Carver will hire a PSA to focus solely on ensuring that students are attending school by taking additional measures to track student absences and communicate proactively with parents. This will play a significant role in increasing student achievement by increasing the learning time for students who would otherwise be absent from school. 	<p>\$106,469</p> <p><i>(Year 3)</i> for salary</p>
SD IP	<ul style="list-style-type: none"> • Librarian – The librarian will help students improve their inquiry and critical thinking skills, learn about resources and research tools and help them broaden their interest in books to enhance their growth as competent and avid readers. The librarian will also help to support the college going culture at Carver by ensuring that the Library Media Center is 	<p>\$94,992</p> <p><i>(Year 1)</i> for Librarian Teacher salary</p>

<p>SD IP</p>	<p>up to date with college information both in print and electronic versions.</p> <ul style="list-style-type: none"> • 2 Library Aide Positions – In order to ensure that our library remains open for students and teachers on a consistent basis, we will fund 2, 3 hour library aides. The library aides will provide assistance to students and teachers in the school library media center and perform clerical and computer duties to support library functions. Additionally, the library aides will provide guidance and assistance to students in the selection of books and using other library resources. • Day to day substitutes – These funds will cover the benefited absence of the register carrying CSR teachers purchased from this same fund. (30 days at \$260/day) 		<p>\$27,516</p> <p><i>(Year 1)</i> [2 Library Aides x \$13,758]</p> <p>\$1,300</p> <p><i>(Year 1)</i> [5 Days x \$260 / day]</p>			
<p>IP SD</p>	<p><i>Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having intended impact on student achievement, and is modified if deemed ineffective.</i></p> <ul style="list-style-type: none"> • Articulation – Teachers will be released to meet with their prior grade level and post grade level colleagues, do observations of each others’ classrooms, and plan instruction based on student needs. Teachers will review prior year student achievement data and collaborate 		<p>\$24,192</p> <p><i>(Year 1)</i> [93 days x \$260 / substitute</p>			<p>Principal</p>

	<p>across grade levels to identify specific student needs. This will enable articulation with staff at the feeder elementary and receiving high schools to guarantee that students are introduced to concepts at the appropriate grade level and continue to enhance the depth of their knowledge at subsequent grade levels until they master that knowledge prior to advancing onto high school.</p>		<p>day]</p> <p>\$32,774</p> <p>(Years 2-3)</p> <p>[63 days x \$260 / substitute day]</p>			Principal
<p>PD</p> <p>IP</p> <p>EMO</p> <p>TA</p> <p>SD</p>	<p><i>Implement a schoolwide “response-to-intervention” model.</i></p> <p>As a Partnership school, Carver is provided professional development and technical support to implement the RTI model.</p> <ul style="list-style-type: none"> Intervention System- We will continue to implement the three tier model response to intervention and instruction (RtI2). Formative assessments such as periodic assessments and teacher created common tasks will provide data to inform instruction. Teachers will consistently monitor students learning by looking for evidence of learning throughout the lesson and there will be multiple opportunities during fist teaching to catch students who are still struggling with concepts and re- 		<p>N/A- (Years 1-3)</p> <p>already developed. Additional training provided by PLAS staff</p>			Assistant Superintendent of Instructional Principal

	<p>teach on the spot. Teachers and admin will also refer to the LAUSD My Data System to inform instruction.</p>					
<p>EMO IP SD ES</p>	<p><i>Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that English Learner students acquire the English proficiency skills necessary to master academic content within a certain time period.</i></p> <p>The Partnership ensures schools implement a research-based approach to supporting ELLs and students with disabilities by providing professional development; instructional coaching and feedback; and student progress monitoring. All classes at Carver will use differentiated instruction and the RtI2 Problem Solving Model to best meet the learning needs of students with varying learning abilities and learning styles. Specifically, teachers will use access to core strategies such as GLAD and AEMP to enhance student learning. Additionally, teachers will use AVID strategies to address student’s organizational skills.</p>			<p>N/A <i>(Years 1-3)</i></p>		<p>Principal</p>
	<p><i>Use and integrate technology based supports and interventions as part of the instructional program.</i></p>					

<p>IP PD SD</p>	<p>Increasing access to information technology and improving teacher and student’s capacity for its use are key components of the Partnership’s restart model. Technology is a complement to excellent teaching; therefore, Carver is providing access to technology resources for students and staff as well as helping build capacity through professional development.</p> <ul style="list-style-type: none"> • Integrating Science, Technology, Engineering, and Mathematics (iSTEM). Carver Math and Science teachers will continue to participate in the iSTEM program which is designed to enhance and promote technology literacy skills to produce students that are ready to graduate from high school, college-prepared, career-ready and globally competitive in the 21st century. Math and Science teachers will receive additional training on using the technology for teaching and learning using these new methodologies. 		<p>NA- already developed</p>			<p>Assistant Superintendent of Instructional Services</p>
<p>ILT SD</p>	<p><i>Improve student transition from middle to high school through summer transition programs or freshman academies. (Secondary School)</i></p> <ul style="list-style-type: none"> • Algebra Bridge Program - The transition from middle to high school is an important time in a student’s academic career. Carver will implement this Credit 		<p>N/A – (Years 1-3) included in Summer</p>			

	<p>Recovery Program for outgoing 8th grade students who received a D or an F in the final report card to help them strengthen algebraic skills to be more successful in high school. In addition to the grades, we will consider the CST and Periodic Assessment scores to identify the students for this program. During the 2008-09 SY, Carver enrolled 70% of its 8th grade students in Algebra 1. However, only 45% of those students passed the course with a 'C' or better. Even fewer students achieved proficiency on the Algebra 1 CST test – 8.2% of students were proficient or above and 72.5% were Far Below or Below Basic on the CST. The bridge program will help to get students to proficiency and above.</p>		School costs		
<p>SD</p> <p>PD FCE</p>	<p><i>Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate. (Secondary School)</i></p> <ul style="list-style-type: none"> The Diploma Project Counselor will provide supplemental services such as making home visits for students on the potential Dropout list; reviewing records to ensure students enroll at the next school of attendance; connecting students to appropriate resources; providing PD for staff and parents regarding dropout prevention; participating on SST/COST/RCT meeting to identify 		N/A – purchased through QEIA		QEIA funds

<p>SD IP</p>	<p>necessary support services; and developing ICR programs for at-risk students.</p> <ul style="list-style-type: none"> • Data System Training – To support data-driven instruction and establish performance driven cultures, the Partnership worked with LAUSD to develop and implement the MyData system. Partnership schools piloted the system and were critical in helping LAUSD customize the early warning indicators, custom group functions and site-based assessment tracking. The Partnership is committed to ensuring effective implementation of MyData; therefore Carver teachers and administrators will be trained on how to more effectively utilize LAUSD’s MyData system, which can identify students who have received two Fs or more. Research has shown that these students have a significantly higher chance of eventually dropping out, so identifying them and implementing the appropriate interventions is crucial to decreasing the dropout rate. 		<p>N/A – training provided by PLAS staff</p>			<p>Assistant Superintendent of Instruction Principal</p>
<p>Time and Support</p>						
	<p><i>Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students’ social, emotional, and health needs.</i></p>					

<p>FCE</p>	<p>Because low performing schools have for the most part been unsuccessful at engaging parents and community members, the Partnership is deliberate and focused in its efforts to involve parents, families and communities in its restart work. On Carver’s annual survey of parents during the 2008-09 school year, only 41% of parents reported being involved with the school. Our goal is to increase this by 15% during the 2010-11 SY to 56%.</p> <ul style="list-style-type: none"> • Parent and Community Engagement Grant – One of the keys to increasing student achievement in low-performing urban schools is to increase the level of parent engagement in their children’s education. Carver will form a Family Action Team, comprised of parents, students, teachers and staff who take responsibility for parent engagement. This Family Action Team will have access to funds and will decide how to best utilize this funding to increase the level of parent engagement at the school. 		<p><i>Parent training allowance</i></p> <p>\$15,000</p> <p><i>(Years 1-3)</i></p>			<p>Director of Family and Community Engagement</p>
<p>FCE</p>	<p>On 2008-09 LAUSD survey of Carver parents, 83.9% report that they feel welcomed at the school. By improving parent engagement our goals is to increase this by 6.1% and have 90% of parents report that they feel welcome at Carve by the end of the 2010-11 SY.</p>					

<p>IP SD</p>	<ul style="list-style-type: none"> <p>Capturing Kids’ Hearts – Because building strong relationships between teachers and students has such a strong impact on student achievement, Carver will implement the Capturing Kids’ Hearts training program (CKH). CKH is a 3-day off-site learning experience that provides tools for staff to build positive, productive, trusting relationships among themselves and with their students. In order to implement this program effectively, we will hire a consultant to provide the training as follows: Track B in Sep/Oct, Track C in Nov/Dec and Track A in Jan/Feb. The consultant will also evaluate the extent to which the program is being implemented with fidelity throughout the year.</p> 	<p><i>Contracted Services</i></p>	<p>\$61,250 <i>(Year 1)</i></p>	<p>\$11,250 <i>(Years 2-3)</i></p>	<p>Assistant Superinte t of Instructio Principal</p>
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Implementation Chart for a Tier I or Tier II School

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

School: **Carver MS**

Tier I

Tier II

Intervention
Model:

Turnaround

Restart

Transformation

Recruitment, Screening, and Selection of External Provider

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

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

During PSCP, LAUSD looked closely at the track record of the applicants who applied to operate Carver. The Partnership has been

Recruitment, Screening, and Selection of External Provider

serving a number of low performing schools in Los Angeles since July 2008 and has delivered strong results. The Partnership schools went up on average 17 points on the API last year which was higher than the State and district averages as well as higher than comparable schools. Attendance is up in Partnership schools, suspensions are down and the number of 8th graders taking Algebra 1 has increased significantly. LAUSD also closely examined the strength of the senior leadership team at the Partnership which includes education leaders who have delivered increased student achievement results both in traditional school districts and in charter schools. The Mayor of Los Angeles launched the Partnership and is deeply committed to its success. The Partnership's CEO is the former President of Green Dot Public Schools (a leading charter operator) and its Superintendent of Instruction was a former Assistant Superintendent in San Diego Unified School District. Since its inception, the Partnership has secured over \$60 million over ten years in financial commitments to transform low performing schools in LAUSD. The Partnership's private funding to date and its ability to generate additional philanthropic funds and partnerships was a factor analyzed during the PSCP process. The Partnership also outreached to the Carver school community before LAUSD agreed that the Partnership would be the external provider to operate Carver. As a part of PCSP, LAUSD required the Partnership to submit copies of the Partnership's Articles of Incorporation, Bylaws, and Certificate of Incorporation evidencing the Partnership's incorporation as a non-profit corporation.

The Partnership proved to LAUSD that it had the plan, the proven track record, the leadership team, and the funding to successfully restart and transform Carver Middle School. The Partnership will be considered a Network Partner working through LAUSD's iDesign division and will have a 5-year Memorandum of Understanding (MOU) with LAUSD to manage Carver beginning July 1, 2010. This MOU lays out the terms of the agreement between LAUSD and the Partnership and helps ensure that the Partnership delivers accelerated student academic achievement at Carver. The MOU holds the Partnership accountable to the LAUSD Board, and contains a performance management agreement that defines the performance metrics to which Carver and the Partnership will be held accountable. To ensure continued quality, the Partnership will submit an annual plan that outlines the budget, programmatic milestones and deliverables for Carver to LAUSD. Annually, the Partnership will also submit a report on Carver's performance as well as the Partnership's financial statement audit. Any material updates to the Partnership's restart model and to its financial and administrative procedures will be delivered regularly to LAUSD.

Recruitment, Screening, and Selection of External Provider

LAUSD will review the School Report Card for Carver annually to monitor improvements in student achievement and will have controls in place to intervene if Carver is not improving under the management of the Partnership. Through the MOU, LAUSD will be able to intervene in the Partnership's management of Carver if there are *dramatic* decreases in student achievement or *material* problems with the financial management of the school. The MOU will also lay out a process for renewal of the MOU for another five years if the Partnership's management at Carver is leading to accelerated academic achievement.

Describe the process that will be undertaken to recruit, screen, and select external providers, including specific criteria such as experience, qualifications, and record of effectiveness in providing support for school improvement

As described above, LAUSD has already chosen the Partnership for Los Angeles Schools to be the external provider to operate Carver Middle School through the PSCP process. The Partnership will begin to manage Carver MS beginning July 1, 2010 and will have an initial MOU for five years. In choosing the Partnership to manage Carver, LAUSD reviewed the Partnership's detailed improvement plan for Carver, the Partnership's performance to date at other schools, the qualifications and track record of the Partnership's leadership team, the funding the Partnership had secured, the Partnership's unique relationship with the Mayor and City of Los Angeles, and the Partnership's capacity to accelerate achievement at Carver. The Partnership's team was background checked and a team at LAUSD reviewed and evaluated the following criteria related to choosing the Partnership as an external provider:

- Business qualifications – Partnership's number of years as a non-profit school management organization; the Partnership team's track record and specific experience with public school turnaround and transformation; depth and extent of the Partnership's local presence in Carver's area; and a description of the relationships the Partnership has established with local community groups;
- Personnel qualifications - background and professional qualifications of Partnership personnel assigned to work with Carver including description of responsibilities, related experiences and references;

Recruitment, Screening, and Selection of External Provider

- Financial qualifications – financial viability of the Partnership and fundraising received by the Partnership to date.
- Experience with implementing instructional and operational strategies to improve student achievement; experience with full range of responsibilities contemplated for school management and support, performance on other school transformation efforts including data on student data performance measurements monitoring and benchmarking, teacher support and professional development, school site leadership and governance development, community relationships and parent involvement.

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

The Partnership for Los Angeles Schools will begin the partnership with Carver MS in July 2010. In addition, the organization already provides support to 12 other schools, through a Memorandum of Understanding (MOU), within the Los Angeles Unified School District. Including Carver and the other two schools awarded to the Partnership through the Public School Choice Process, the Partnership will be managing 15 schools beginning in July 2010.

Indicate evidence of the EMO's effectiveness to date

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

- The average API growth across all Partnership schools was 17 points, which outpaced the state, LAUSD, and comparable LAUSD Local Districts. 99th Street Elementary School, located in South Los Angeles, was in the top 2% in terms of API growth among all

Recruitment, Screening, and Selection of External Provider

469 district elementary schools and Hollenbeck MS, in East Los Angeles, was in the top 5% of all LAUSD middle schools.

- California Standards Tests (CST): 9 of 10 schools improved their proficiency rates in English Language Arts, 8 of 10 schools improved in math, 8 of 10 schools improved in Science and 5 of 6 schools improved in History-Social Science.
- The 4-year graduation rates increased from 37% to 42% at Partnership high schools.
- Partnership high schools experienced an increase of 4% in the number of 9th graders on-track to graduation (from 60% to 64%).
- Identified dozens of gifted students (GATE) whom the school district failed to identify.
- The percentage of 8th graders passing Algebra 1 increased 5% from 56% to 61% across all our middle schools.

Since this Carver will be a new partner school for the Partnership we can compare the organization's work with a similar school in type and student composition. Carver Middle School is very similar to Markham Middle School in terms of their current level of achievement and student demographics, although Markham has a larger number of African-American students. Carver Middle School is the third lowest performing middle school in the LAUSD and Markham is the 2nd lowest performing. The Partnership plans to implement many of the same strategies for improvement at Carver that have helped them get Markham moving in the right direction. Therefore, we are using evidence of improvement from Markham MS to provide the EMO's effectiveness to date.

PLAS partnership with Markham began in July of 2008. Since that time a new administrative team has been hired, which includes the principal and three assistant principals. PLAS also worked with LAUSD to create a certificated administrative position called an Instructional Specialist. The Instructional Specialist is an administrator that focuses at least 75% of his/her time specifically on improving the instructional program. The creation of this position allowed greater flexibility to hire staff with the instructional expertise needed to address areas of improvement related to teacher professional development, curriculum development, curriculum alignment, supporting teacher common planning time and developing formative assessments. Together with PLAS' instructional experts, the administrative team has revamped teacher professional development to focus on improving teacher lesson planning, teaching classroom teachers how to incorporate high yield instructional strategies into their instructional repertoire and providing common planning time for teachers to work together on developing model lessons, mapping curriculum and using assessment results to guide instruction.

Recruitment, Screening, and Selection of External Provider

Periodic Assessment results in the core content areas of English language Arts, mathematics and history-social science indicates that the supports put in place for teachers are leading to improved classroom practices and increased student engagement, and as a result stronger gains in student achievement can be seen.

- Markham's 2008-09 CST English language arts proficiency rate was 11.3%. The average proficiency rate across all three ELA periodic assessments for 2009-10 is 16.7%.
- 2008-09 CST mathematics proficiency rate was 7.4%. 2009-10 mathematics benchmark assessments show students with an average proficiency rate of 12.7%.
- 2008-09 CST history-social science proficiency rate was 8.2%. 2009-10 history-social science benchmark assessment results show students at an average proficiency rate of 29.7%.

Other positive indicators of school improvement include an increase in the year-to-date attendance rate of 1.2% from 92.9% to 94.1% (2008-09 to 2009-10). Markham also has reduced their year-to-date suspension rate by 4.3% from 42.9% to 38.6% (2008-09 to 2009-10).

We expect to see similar improvements in student achievement data and other supporting factors such as attendance and suspensions at Carver Middle School.