

(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:
Address:	E-mail 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

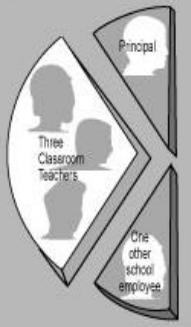

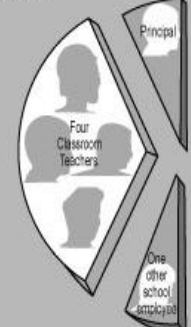

The District Governing Board approved this Revision to Update the <i>Single Plan for Student Achievement</i> on:	
	Date

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)

 Signature of SSC Chairperson Date

 Name of Principal

 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

**Robert Louis Stevenson
Middle School
Budget &
Budget Narrative**

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2009–10

Name of School: Stevenson 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	\$1,132,866	\$1,204,006	\$1,204,006
2000– 2999	Classified Personnel Salaries	\$	\$ 5,259	\$ 5,259
3000– 3999	Employee Benefits	\$ 218,893	\$ 213,627	\$ 213,627
4000– 4999	Books and Supplies	\$ 300,673	\$ 212,606	\$ 199,606
5000– 5999	Services and Other Operating Expenditures	\$ 239,860	\$ 219,860	\$ 219,860
6000– 6999	Capital Outlay			
7310 & 7350	Transfers of Indirect Costs			
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		\$1,892,292	\$1,855,358	\$1,842,358

		3501, 3601
Summer PD by UCLA Coaches – Hire 4 UCLA instructional experts for 2 days: 4 coaches x 2 days x \$670 / day = \$5,360 x 3 years = \$16,080	\$ 16,080	5800
Summer PD Teacher Training Time – Provide additional PD time for teachers: 98 teachers x 2 days x 8 hrs / day x ~\$27.89 / hr = \$43,736 x 3 years = \$131,208	\$ 131,208	1100, 3101, 3201, 3301, 3401, 3501, 3601
Weekly Teacher Planning – Provide an additional hour each week for teachers to collaborate: 98 teachers x 1 hr /week x 36 weeks x ~\$27.89 / hr = \$98,405 x 3 years = \$295,215	\$ 295,215	1100, 3101, 3201, 3301, 3401, 3501, 3601
Substitutes for Instructional Offsite Planning – Hire substitutes to provide teachers and administrators with the time to hold strategic planning off-sites to review achievement data and refine school-wide instructional strategy: 25 substitutes x 4 sessions x 2 days / session x ~\$260 / day = \$52,026 x 3 years =	\$ 156,078	1200, 3101, 3201, 3301, 3401, 3501, 3601
Consultant to facilitate offsite \$20,000 x 1 year = \$20,000 (Year 1 only)	\$ 20,000	5800
Facility and Food: 100 teachers x 2 days x \$35 / teacher = \$7,000 x 3 years = \$21,000	\$ 21,000	5600
Summer Pay for Principal – Pay our principal to work during the summer months of July and August. \$14,000 x 3 years = \$42,000	\$ 42,000	1300, 3101, 3201, 3301, 3401, 3501, 3601
Summer Pay for Assistant Principal – Pay our assistant principals to work during the summer months of July and August: \$17,000 x 4 Aps = \$68,000 x 3 years = \$204,000	\$ 204,000	1300, 3101, 3201, 3301, 3401, 3501, 3601

		3501, 3601
Math Intervention Teacher – Hire a Math intervention teacher to develop an intervention curriculum. \$89,733 x 3 years = \$269,199	\$ 269,199	1100, 3101, 3201, 3301, 3401, 3501, 3601
Social-Emotional Training – Hire an outside expert to provide the school staff (certificated and classified) with the skills they need to handle the severe social-emotional issues our students face. \$10,000 x 3 years = \$30,000	\$ 30,000	5800
Intervention Counselor – Hire an at-risk counselor to help our students cope with the social-emotional issues and trauma that they face as a result of growing up in this challenging community. \$89,733 x 1 year = \$89,733 (Year 1 only)	\$ 89,733	1200, 3101, 3201, 3301, 3401, 3501, 3601
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 communicate proactively with parents. \$21,294 x 1 year = \$21,294 (Year 1 only)	\$ 21,294	1000, 3202, 3302, 3402, 3502, 3602
ELL Coach – Hire an ELL Coach to train staff members in ELL strategies and techniques \$91,903 x 3 years = \$275,709.	\$ 275,709	1200, 3101, 3201, 3301, 3401, 3501, 3601
Teaching Assistants – We will provide SpEd students with highly qualified site-based TA's: 2 Teaching Assistants x \$16,125 = \$32,250 x 3 years = \$96,750	\$ 96,750	1200, 3101, 3201, 3301, 3401, 3501, 3601
Beyond The Block – Implement the Beyond the Block program focused on serving at-risk students. \$28,000 x 3 years = \$84,000	\$ 84,000	5800
Read 180 – implement the Read 180 program to provide additional support to the 78% of students who are not reading at grade level	\$ 30,000	4200

\$30,000 x 1 year = \$30,000 (Year 1 only)		
Student Computers – purchase new computers so that students will be able to access Read 180: 15 x \$1,000 = \$15,000 (Year 1 only)	\$ 15,000	4400
Online curriculum – Purchase and utilize research based curriculum that target academically at-risk students:		
• Springboard Learning \$20,000 x 1 year = \$20,000 Year 1 only	\$ 20,000	4200
• APEX \$10,000 x 3 years = \$30,000	\$ 30,000	4200
• Scholastic Guided Reading: \$5,500 per kit x 10 kits = \$55,000 x 3 years = \$165,000	\$ 165,000	4200
Online curriculum training – Hire a consultant to provide professional development to implement the various online curriculum and train teacher to maximize the program benefits. \$15,000 x 3 years = \$45,000	\$ 45,000	5800
Video Equipment – Purchase video equipment to film classroom instruction and professional development to stream on the school website as a resource for teacher trainings. \$5,000 x 1 year = \$5,000 (Year 1 only)	\$ 5,000	4400
\$3,000 x 1 year - \$3,000 Year 2 only	\$ 3,000	4400
Smartboards – Provide smartboards for teachers so that they can enhance their lesson delivery using the tools that are available by the smartboards: 16 classrooms x \$3000 / smartboard = \$48,000 (Year 1 only)	\$ 48,000	4400
Computers for Administrators – Provide updated laptops to administrators so they can effectively analyze student data and implement these technology initiatives: 4 administrators x \$1,800 / laptop = \$7,200 (Year 1 only)	\$ 7,200	4400
Summer Bridge – Implement a 4-week “Summer Bridge” program for students graduating from 5th grade to prepare them to enter middle school. (Years 2-3 only) 10 teachers x 20 days x 5 hrs x \$63 / hr = \$63,000 x 2 years = \$126,000	\$ 126,000	1100, 3101, 3201, 3301, 3401, 3501, 3601
Custodial services and supplies \$3,001 x 2 years = \$6,002	\$ 6,002	4503

Instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies) \$5,000 x 2 years = \$10,000	\$ 10,000	4300
Parent and Community Engagement Grant – Stevenson 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. \$10,000 x 3 years = \$30,000	\$ 30,000	4300
Parent Training – Collaborate with a community provider to develop and implement parent workshops designed to help parents provide a home environment that is most conducive to meeting their children’s educational needs. \$10,000 x 3 years = \$30,000	\$ 30,000	5800
Before and After School program – Implement an Advisory program before and after school that focuses on character building and other social / emotional developmental areas: 10 teachers x 28 weeks x 5 hrs / week x \$63 / hr = \$88,200 x 3 years = \$264,600	\$ 264,600	1100, 3101, 3201, 3301, 3401, 3501, 3601
Instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies) Year 1 = \$7,564 Year 2 = \$68,605 Year 3 = \$55,605 Total IMA = \$131,774	\$ 131,774	4300
Champions Program – hire Champions to develop and implement an enrichment program for students after school \$70,000 x 3 years = \$210,000	\$ 210,000	5800
Capturing Kids’ Hearts Training – Hire a consultant to provide a 3-day training session at the beginning of year for all staff, and mid-year for any new staff: \$5 / student x 2200 students = \$11,000 x 3 years = \$33,000	\$ 33,000	5800
Capturing Kids’ Hearts Substitutes – Provide substitutes so teachers can attend the 3-day training: 100 teachers x 3 days x ~\$260 / day = \$78,039 x 3 years = \$234,117	\$ 234,117	1200, 3101, 3201, 3301, 3401, 3501, 3601
Student Materials – Set aside funding to create and implement student incentives to enhance positive behavior (ex., books, scholarships, buses for field trips, etc.): \$15 / student x 2200 students = \$33,000 x 3 years = \$99,000	\$ 99,000	4300
Classroom Libraries – Purchase lexile-level books to bolster the small number of books currently available in each	\$ 51,909	4200

classroom: 2200 students x ~\$23.60 / student = \$51,909 <i>(Year 1 only)</i>		
Drug Prevention – Provide funding to enable a trained teacher to work an extra period so they can effectively implement IMPACT, a drug prevention program where teachers can provide academic support programs within the school day \$17,000 x 3 years = \$51,000	\$ 51,000	1100, 3101, 3201, 3301, 3401, 3501, 3601

Robert Louis Stevenson
Middle School

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

Intervention Model: Turnaround Restart Transformation

Total FTE required: 6.5 LEA 3 School _____ Other _____

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
Teachers and Leaders						
ES, TA	<i>Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</i> <ul style="list-style-type: none"> Transparent, rigorous, and equitable evaluation systems for teachers and 	SY 2010-2011 – Prototyping: As part	\$158,750 <i>(Year 1 only)</i>	\$68,835		Superintendent's Office

principals – In alignment and coordination with the District’s larger initiative entitled Building Our Certificated Employee Development System. We will develop new or adapt existing research-based observation rubrics and corresponding protocols to replace the current approach for evaluating teachers, and our current evaluation form and process for school leaders. One key piece of the new protocols will include observation and review by expert peers or ‘Teacher Leaders,’ in addition to administrator observations so that 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

of a district-wide effort, two groups of schools will be involved in prototyping the new evaluation systems in LAUSD during SY 2010-2011. The first includes schools involved in this School Improvement Grant. The second group will include a small set of voluntary schools. Participating schools will ‘beta test’ new evaluation protocols. We have designed prototyping efforts in 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

for participating in prototyping process [127 teachers and school leaders x \$1,250]

\$190,500
(Years 1-3)
for training and individual growth allowances [127 teachers and school leaders x \$500]

measuring an educator's contribution to his/her school community as part of the review process.

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 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

IRR, TA	<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. 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>student achievement and increased graduation rates.</p>	<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>\$381,000 <i>(Years 1-3)</i> for rewards pool for improving student learning [127 teachers and school leaders x \$1,500] <i>(Years 2-3 only)</i></p>	<p>Superintendent's Office</p>
PD, TA	<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 	<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</p>	<p>\$158,750 <i>(Year 1 only)</i> for developing individual growth plans [127 teachers and school leaders x \$1,250]</p>	<p>Superintendent's Office</p>	

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. Teachers and leaders will be supported by their administrative supervisors or by a Teacher Leader as they develop and execute their plans.

approach, but be customizable by schools based on site 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 year, and must be turned in and approved prior to receiving the incentive.

\$254,000
(Years 2-3)
for developing individual growth plans [127 teachers and school leaders x \$1,000]

RP Principal has been replaced within the last two years and is implementing reform efforts.

IRR

- **Removing teachers, who after ample opportunities to improve have not done so** – Based upon full implementation of the new evaluation systems in 2011-2012, we will provide intensive support to teachers who need substantial improvement. These teachers will receive additional coaching in the development and execution of their Individual Growth Plans. If such teachers do not improve (according to criteria to be determined in consultation with our collective bargaining partners, and the

SY 2010-2011 – Develop evaluation system

SY 2011-2012 – Identify teachers in need of improvement, identify improvement criteria and minimum improvement thresholds, and begin providing intensive support

N/A

Superintendent's Office

	teachers and leaders at each school), they then will be removed from the school.	SY 2012-2013 – Provide intensive support and identify teachers to be removed who have not met improvement criteria.			
IRR	<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 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. 	Identified and trained prior to the beginning of each school year. Active throughout the school year.	N/A		Superintendent's Office
IRR	<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 <p>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.	N/A		Superintendent's Office
PD	<ul style="list-style-type: none"> • Summer PD by UCLA Coaches/Consultants – One of the core tenets of the Partnership for Los Angeles Schools' instructional model is to strengthen quality instruction by building the capacity of 		\$16,080 <i>(Years 1-3)</i> [4 coaches x 2 days x \$670 / day]		Assistant Superintendent of Instruction / Principal

teachers and administrators. As such, we will hire 4 UCLA instructional experts for 2 days during the summer to provide professional development for teachers to develop standards based instructional content and a professional development program for the entire school year. Some departments have already begun the backwards planning model, they would need assistance from a consultant to help them develop common assessments in their content area. Professional development provided by outside experts is critical for Stevenson because the skills of the existing staff have not yet been developed to the point where they are able to help students attain sustainable achievement gains, as evidenced by a 7 point drop in API from 2008 to 2009.

\$131,208
(Years 1-3)
[98 teachers x
2 days x 8 hrs
/ day x \$27.89
/ hr]

PD

- **Weekly Teacher Planning** – Another key strategy of the Partnership’s restart model is to create consistent opportunities for grade level/content area collaboration during the school day. Teachers typically do not have enough time to plan together and share best practices. Partnership schools prioritize the creation of common planning periods for teachers within the school day. Therefore, we will provide an additional hour each week for teachers to collaborate by content and grade level, to review student level data and findings from classroom observations. Based on these findings, teachers can then develop intervention plans to address specific student needs, revise pacing guides,

\$295,215
(Years 1-3)
[98 teachers x
1 hr /week x
36 weeks x
\$27.89 / hr]

Principal

<p>PD</p>	<p>instructional content, and teaching delivery strategies, etc.</p> <ul style="list-style-type: none"> • Substitutes for Instructional Offsite Planning – Teachers and administrators need time off-site for strategic planning and data assessment. The time off site enables school leaders to focus solely on the task on hand without the day-today distractions that occur while on the school site. Funds will be used to hire substitutes to provide teachers and administrators with the time to hold strategic planning off-sites to review achievement data and refine school-wide instructional strategy. 		<p>\$156,078 <i>(Years 1-3)</i> [25 substitutes x 4 sessions x 2 days / session x \$260 / day]</p> <p>\$20,000 <i>(Year 1 only)</i> for a Consultant</p> <p>\$21,000 <i>(Years 1-3)</i> for Facility and Food [100 teachers x 2 days x \$35 / teacher]</p>			<p>Principal</p>
<p>IP</p>	<ul style="list-style-type: none"> • Summer Pay for Administrators – 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>\$42,000 <i>(Years 1-3)</i> for Principal</p> <p>\$204,000 <i>(Years 1-3)</i> [\$17,000 x 4 APs]</p>			<p>Assistant Superintendent of Instruction</p>

<p>PD</p>	<p><i>Institute a system for measuring changes in instructional practices resulting from professional development.</i></p> <ul style="list-style-type: none"> <p>Substitutes for Instructional Rounds Training – Instructional Rounds is the main mechanism Partnership schools utilize to guide and coordinate a coherent instructional program for students. Through this process, educators develop a shared practice of observing, discussing, and analyzing learning and teaching. The focused observations, the analysis of data, collaborative dialogue and decisions lead to the continued development of common goals to accelerate student achievement. Funds will be used to provide substitutes so Stevenson teachers can implement the instructional rounds protocol, which will enable the staff to evaluate changes in instructional practice resulting from professional development.</p> 		<p>\$152,958 <i>(Years 1-3)</i> [98 substitutes x 2 days x \$260 / day]</p>			<p>Principal</p>
<p>Instructional Support and Strategies</p>						
<p>EMO</p>	<p><i>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.</i></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>		<p>N/A – already developed</p>			<p>Assistant Superintendent of Instruction /</p>
<p>SD</p>	<ul style="list-style-type: none"> <p>Interim Assessments – Stevenson will implement the LAUSD Interim Assessments, which are aligned with the California academic standards. This will</p> 					

	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.					Principal
PD, SD	<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"> • Data System – After the LAUSD Interim Assessments are given, we will train teachers and administrators on how to more effectively utilize LAUSD’s MyData system to report the student-level assessment results back to teachers. 		N/A – training provided by PLAS staff			Assistant Superintendent of Instruction / Principal
PD, SD	<ul style="list-style-type: none"> • Differentiating Instruction – Once teachers have been trained on how to analyze student-level data, instructional coaches will train teachers on how to use this information to differentiate instruction to meet the unique needs of their individual students. 		N/A – costs covered above			Assistant Superintendent of Instruction / Principal
SD	<ul style="list-style-type: none"> • Articulation – At the beginning of each school year, teachers will review prior year student achievement data and collaborate across grade levels to identify specific student needs of each teacher’s incoming class. This will enable articulation with staff at feeder elementary and high schools to ensure alignment with curriculum and academic programs. 		N/A – costs covered above			Principal
ILT, SD	<p><i>Establish schedules and implement strategies that provide increased learning time.</i></p> <ul style="list-style-type: none"> • Saturday School – A majority of students in low performing schools are consistently under-performing on standardized academic assessments. Students need 		<p>\$238,140 <i>(Years 1-3)</i> [15 teachers x 21 weeks x 4</p>			Administrator

extended learning opportunities where they receive targeted intervention beyond what is offered during the school day. Funds will be used to implement Saturday school to support the academic needs of the larger population as a whole and to provide intervention to the highest need students. Saturday school will provide students with increased learning time, which research has shown will have a direct impact on improving student achievement. This is critical for a school with low student

proficiency rates like Stevenson, where approximately 80% are not proficient in Math and English. Saturday school instruction will focus on key areas where ELL students consistently score low. For instance, ELL students, on average answer 33% of questions correct on the mathematics CST related to Number Sense and Basic Operations such as multiplication and division. Another area of weakness is Measurement and Geometry, where students answer 29% of questions correctly on average.

ILT, SD

- **Summer Intervention Program –** Summer represents a critical opportunity for impacting/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 to school in the fall. Stevenson will implement a 4-week summer intervention program to provide academic support and skill building to students who do not demonstrate

(Years 2-3 only)

hrs / week x
\$63 / hr]

\$31,752
(Years 1-3)
[1 admin x 28
weeks x 6 hrs /
week x \$63 /
hr]

\$15,000
(Years 1-3)
for
instructional
materials
(copier paper,
poster paper,
markers,
pencils, pens,
office
supplies)

\$226,800
(Years 2-3)
[15 teachers x
4 weeks x 30
hrs / week x
\$63 / hr]

\$11,520
(Years 2-3)
[4 campus
aides x 4
weeks x 30 hrs

Principal

proficiency, with a particular focus on SpEd and ELL students (1%-2% ELA proficiency on 2009 CSTs, respectively).

Intervention programs will focus on addressing key power standards in the strands of Reading Comprehension, Word Analysis and Vocabulary Development, and Writing. These CST ELA strands are the areas with the greatest impact and where students have the least success. For instance, ELLs answer just 35% of

Reading Comprehension questions correct, 35% of Word Analysis and Vocabulary questions correct, and 30% of Writing questions correct. Part of the program will be dedicated to project-based learning and hands-on experiential learning in core subject areas.

OF

- **Auxiliary Period** – The Partnership has found that before and after school intervention is not enough to accelerate the performance of students who are far below or below basic. Stevenson needs to have instructional experts push in to support students during the school day to ensure acceleration of performance. Funds will be used to provide opportunities for teachers to teach intervention during the school day for academically at-risk students using the tier model of intervention. Offer additional support on AVID, study skills and test preparation.

/ week x \$12 / hr]

\$6,000
(Years 2-3)
for custodial services and supplies

\$40,000
(Years 2-3)
for instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies)

\$326,970
(Years 1-3)
[10 teachers x 173 days x 1 hr / day x \$63 / hr]

Principal

<p>ILT IP SD</p>	<ul style="list-style-type: none"> • Math Intervention Teacher – Hire a Math intervention teacher to develop an intervention curriculum which will cover two to three key standards five weeks in advance of when they will be covered in core classes. These will be administered during school and Saturday school. The intervention teacher will focus on helping 6th and 7th grade students acquire the necessary basic skills required to be successful in Algebra 1 as an 8th grader. Currently, Stevenson only enrolls approximately 35% of 8th graders in Algebra 1. Our goal is to increase this by 15-20% per year over the next three years. 		<p>\$269,199 <i>(Years 1-3)</i></p>			<p>Principal</p>
<p>PD FCE SD FCE</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 beyond the classroom. As part of the restart model, Stevenson is implementing initiatives and programs that address the “whole child”—social-emotional as well as academic needs.</p> <ul style="list-style-type: none"> • Social-Emotional Training – Hire an outside expert to provide the school staff (certificated and classified) with the skills they need to handle the severe social-emotional issues our students face (grief, crisis response, etc.), including culturally relevant training. • Intervention Counselor – Hire an at-risk counselor to help our students cope with the social-emotional issues and trauma that they face as a result of growing up in this challenging community, where there is a high foster population, and gangs and drugs are ubiquitous. As a result, our students have extreme emotional and 		<p>\$30,000 <i>(Years 1-3)</i> [stipend for consultant]</p> <p>\$89,733 <i>(Year 1 only)</i></p> <p>PSA OT \$21,294 <i>(Year 1 only)</i></p>			<p>Principal</p> <p>Principal</p>

	<p>psychological needs that the existing staff is unable to adequately serve. Stevenson has done a remarkable job of reducing student suspensions; in fact they have only suspended 8 students this school year compared to 870 in 2007-08 SY. As such, the school is now dealing more directly with</p> <p>student's emotional needs and issues that may cause disruptions within the school day. The school is especially in need of trained adults able to deal with peer-to-peer conflict.</p>					
IRR	<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"> • Daily classroom observations by administrators: Stevenson administrators, coaches, and coordinators visit classrooms to monitor the practice of teachers on an individual basis and offer support and written feedback. 		NA			Principal
SD	<ul style="list-style-type: none"> • Benchmark Assessments: administrators and individual teachers monitor benchmark assessments to ensure students have received instruction on core curricular content. 		NA			Principal
EMO, TA	<p><i>Implement a schoolwide "response-to-intervention" model.</i></p> <p>As a Partnership school, Stevenson is provided professional development and technical support to implement the RTI model, inclusive of assessing the strengths/weaknesses of the general and special education instructional program, conducting a professional development needs assessment, and designing and monitoring a comprehensive intervention plan to address the unique needs of</p>		NA			Administrator

	historically underperforming student sub-groups.					
EMO, TA, PD, IP	<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, teacher-led collaborative planning using the Lesson Study and Instructional Rounds models, and student progress monitoring. As part of its restart model, Stevenson will implement the following strategies:</p>					
PD, SD	<ul style="list-style-type: none"> • ELL Coach – Hire an ELL Coach (start 1 week before school and ends 1 week after school) to train staff members in ELL strategies and techniques to bridge the gap between advanced ELL’s and mainstream English classes, thereby increasing the number of students who are able to be reclassified. The Stevenson staff is currently unable to adequately serve the 34% of the student population who are ELLs, as evidenced by the fact that only 1% of ELL students are proficient in Math and English. Further, other student populations such as RFEPs have an upward trend in ELA proficiency on the CST, but ELL proficiency on the ELA CST has declined over the last 5 years from 3% proficiency to 1% proficient. 		\$275,709 (Years 1-3)			Assistant Superintendent of Instruction / Principal
SD	<ul style="list-style-type: none"> • Teaching Assistants – Provide SpEd students with highly qualified site-based TA’s to better meet their needs, which are not currently being met, as evidenced by 		\$96,750 (Years 1-3) [2 Teaching Assistants x			Principal

<p>IP, SD</p>	<p>2% of SpEd students being proficient in English or Math.</p> <ul style="list-style-type: none"> Beyond The Block – Implement the Beyond the Block program focused on serving at-risk students. This will include monthly presentations given through grade-level assemblies and/or classroom presentations that include discussion, video presentations, and interactive activities such as interviews, video diaries, art projects, and letter-writing/blogging. These meetings will focus on developing the empathy necessary for global awareness (Oxfam, 2006), identifying assets and strengths, and developing future goals. With help from Beyond the Block professionals, students will develop and implement their own service learning project benefitting the students in the Dominican Republic. The benefits of this program will specifically improve Learning Outcome #4: Encouraging Completion of High School and Post Secondary Education. Currently, only 52% of Stevenson’s students report that they expect to graduate from 4-year college. Our goal is to increase this to 75%. 		<p>\$16,125]</p> <p>\$84,000 <i>(Years 1-3)</i> [consultant and program materials]</p>			<p>Principal</p>
	<p><i>Use and integrate technology based supports and interventions as part of the instructional program.</i></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, Stevenson is providing access to technology resources for students and staff as well as helping to build capacity through</p>					

	<p>professional development.</p> <ul style="list-style-type: none"> Read 180 – implement the Read 180 program to provide additional support to the 78% of students who are not reading at grade level. Read 180 will support improvement in key skill areas for English language arts including Reading Comprehension and Vocabulary Development, two of the lowest skill areas tested on the CST ELA for all students, but particularly for ELLs. Computers – purchase new computers so that students will be able to access Read 180 		<p>\$30,000 <i>(Year 1 only)</i> for site license</p> <p>\$15,000 <i>(Year 1 only)</i> for computers [15 x \$1,000]</p>			Principal
IP, SD	<ul style="list-style-type: none"> Online curriculum – Purchase and utilize research based curriculum that target academically at-risk students to provide continuity of grade level standard curriculum. Program will include a pre- and post-test to measure growth. Student with additional needs will be identified and monitored through LAUSD’s MyData reporting system. Programs to be used: Springboard Learning, APEX, Scholastic Guided Reading. 		<p>\$20,000 <i>(Year 1 only)</i> for Springboard Learning</p> <p>\$30,000 <i>(Years 1-3)</i> for APEX</p> <p>\$165,000 <i>(Years 1-3)</i> for Scholastic Guided Reading [\$5,500 per kit x 10 kits]</p>			Principal

IP, SD	<ul style="list-style-type: none"> • Online curriculum training – Hire a consultant to provide professional development to implement the various online curriculum and train teacher to maximize the program benefits. 		<p>\$45,000 <i>(Years 1-3)</i> [stipend for consultant]</p>			Principal
SD	<ul style="list-style-type: none"> • Video Equipment – Purchase video equipment to film classroom instruction and professional development to stream on the school website as a resource for teacher trainings. 		<p>\$5,000 <i>(Year 1 only)</i> for video cameras</p> <p>\$3,000 <i>(Year 2 only)</i> for video cameras</p>			Principal
IP, SD	<ul style="list-style-type: none"> • Smartboards – Provide smartboards for teachers so that they can enhance their lesson delivery using the tools that are available by the smartboards 		<p>\$48,000 <i>(Year 1 only)</i> [16 classrooms x \$3000 / smart board]</p>			Principal
SD	<ul style="list-style-type: none"> • Computers for Administrators – Provide updated laptops to administrators so they can effectively analyze student data and implement these technology initiatives. 		<p>\$7,200 <i>(Year 1 only)</i> [4 administrators x \$1,800 / laptop]</p>			Principal
IP, ILT	<p><i>Improve student transition from middle to high school through summer transition programs or freshman academies.</i></p> <ul style="list-style-type: none"> • Summer Bridge – The transition from elementary to middle school is an important time in a student’s academic career. Stevenson believes a summer bridge program is critical to the overall academic success of the school because it will set expectations with incoming 		<p>\$126,000 <i>(Years 2-3 only)</i> [10 teachers x 20 days x 5 hrs x \$63 / hr]</p> <p>\$6,002</p>			Principal

	<p>students regarding school culture, and provide an opportunity to assess their skill level in core subject areas. Funds will help the school implement a 4-week “Summer Bridge” program for students graduating from 5th grade to prepare them to enter middle school. For instance, last year 36% of 6th graders declined one or more proficiency levels in ELA compared to their 5th grade proficiency level, and 44% of 6th graders declined 1 or more proficiency levels in mathematics compared to their 5th grade proficiency level.</p>		<p>(Years 2-3 only) for custodial services and supplies</p> <p>\$10,000 (Years 2-3 only) for instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies)</p>			
<p>PD</p>	<p><i>Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.</i></p> <ul style="list-style-type: none"> <p>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 Stevenson teachers and administrators will be trained on how to</p> <p>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</p> 		<p>N/A – training provided by PLAS staff</p>			<p>Assistant Superintendent of Instruction / Principal</p>

significantly higher chance of eventually dropping out, so identifying them and implementing the appropriate interventions is crucial to decreasing the drop out rate.

Time and Support

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.

EMO, TA

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 transformation work.

FCE

- 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. Stevenson 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. Our goal is to improve parents' overall feelings of being welcomed on campus from 85% to 90% by June 2011.

\$30,000
(Years 1-3)
[grant for parent engagement activities]

Principal

FCE

- Parent Training** – Many of the parents at Stevenson may not have the time or skills to best support their children academically. We will collaborate with a community provider or non-profit (ex., LACOE) to develop and implement parent workshops

\$30,000
(Years 1-3)
[stipend for trainer and materials]

Director of Family and Community Engagement

	designed to help parents provide a home environment that is most conducive to meeting their children's educational needs.					
IP, SD ILT	<p><i>Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.</i></p> <ul style="list-style-type: none"> Before and After School program – Implement an Advisory program before and after school that focuses on character building and other social / emotional developmental areas to better support our students and the severe challenges that they face. In addition, the school will offer an expanded selection of elective classes, such as video productions, sports, etc. In addition, teachers will also be able to provide tutoring to students who need it the most. This will bridge the gap between the time school ends and when parents return home from work, which research has shown is when students' needs are not being met. In addition, hire Champions to provide high-end enrichment classes such as chess, portable skate park, DJ'ing, martial arts and teambuilding. A fall and spring session would be available for up to 100 students with roughly 20 students per class, and classes would meet twice a week for 1 hour for 12 weeks. <p>Champions would provide all of the necessary equipment and instructors needed for each class. Only 77% of students reported that they were involved at their school on the school's survey in 2008-09. Our goal is to increase this to 85% by implementing programs to reach out to students who have traditionally not</p>		<p>\$264,600 (Years 1-3) [10 teachers x 28 weeks x 5 hrs / week x \$66 / hr]</p> <p>\$131,774 (Years 1-3) for instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies)</p> <p>\$210,000 (Years 1-3) for Champions (Enrichment)</p>			Principal

	felt engaged or interested in staying after school for support.				
	<i>Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.</i>				
IP, SD	<ul style="list-style-type: none"> Capturing Kids’ Hearts – Because building strong relationships between teachers and students has such a strong impact on student achievement, Stevenson will implement the Capturing Kids’ Hearts training program (CKH). CKH is a key component of the Partnership’s restart model. Capturing Kids’ Hearts is a 3-day off-site learning experience that provides tools for staff to build positive, productive, trusting relationships among themselves and with their students. These processes can transform the classroom and campus environment, paving the way for high performance. In order to implement this program effectively, we will hire a consultant to provide a 3-day training session at the beginning of year for all staff, and mid-year for any new staff. The consultant will also evaluate the extent to which the program is being implemented with fidelity throughout the year. These processes can transform the classroom and campus environment, paving the way for high performance. Our goal is to improve the percentage of students that report “Adults at this school know my name” from 56% to 70% and “People at this school care if I am absent” from 64% to 75%. 		\$33,000 <i>(Years 1-3)</i> for trainers [\$5 / student x 2200 students]		Assistant Superintendent of Instruction / Principal
IP, SD	<ul style="list-style-type: none"> Student Materials – Early research shows 		\$99,000		Principal

<p>IP, SD</p>	<p>that positive reinforcements can have a strong influence on behavior and can make a significant impact on children. Therefore, we will set aside funding to create and implement student incentives to enhance positive behavior, such as college visits, field trips to gain exposure to various career paths, books, etc.</p> <ul style="list-style-type: none"> • Classroom Libraries – One of the Partnership’s key priorities is to create literacy rich environments in all its classrooms. As part of its restart model, Stevenson will ensure all classrooms are print-rich and that students have access to an extensive collection of texts that are engaging, accessible and age appropriate for use in and out of class. Funds will be used to purchase lexile-level books to bolster the small number of books currently available in each classroom to provide additional access to grade-level appropriate books for our students. 		<p><i>(Years 1-3)</i> [\$15 / student x 2200 students]</p> <p>\$51,909 <i>(Year 1 only)</i> [2200 students x \$25 / student]</p>			<p>Principal</p>
<p>PD, SD</p>	<ul style="list-style-type: none"> • Drug Prevention – Provide funding to enable a trained teacher to work an extra period so they can effectively implement IMPACT, a drug prevention program for teachers to provide academic support program within the school day. 		<p>\$51,000 <i>(Years 1-3)</i> [stipend for teacher plus program materials]</p>			<p>Principal</p>

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: <u>Stevenson MS</u>	<input checked="" type="checkbox"/> Tier I	<input type="checkbox"/> Tier II	
Intervention Model:	<input type="checkbox"/> Turnaround	<input checked="" type="checkbox"/> Restart	<input type="checkbox"/> 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 is a 501c3 non-profit organization that began serving Stevenson Middle School on July 1, 2008. The Partnership was selected by the LAUSD School Board to manage Stevenson through a high quality and rigorous process. The Partnership submitted to the LAUSD Board a detailed framework for how it would accelerate student achievement at Stevenson and also committed to be held accountable by the LAUSD School Board for dramatically accelerating student achievement and increasing student safety at Stevenson. Before taking management authority at Stevenson, the Partnership put together a high quality senior leadership team that included education leaders whom had 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. The Partnership also secured close to \$60 million over ten years in financial commitments to transform Stevenson and other low performing schools in LAUSD before it began directly managing Stevenson. The Partnership did extensive outreach to the Stevenson school community before LAUSD agreed that the Partnership would be the external provider to operate Stevenson. The Partnership spent months reaching out to the Stevenson school community and the teachers and the parents voted to approve the Partnership as the external provider for Stevenson. To begin serving Stevenson, LAUSD also 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 leadership team, the funding and the school community buy-in necessary to successfully restart and transform Stevenson Middle School. The Partnership is considered a Network Partner working through LAUSD's iDesign division and signed a 5-year Memorandum of Understanding (MOU) with LAUSD. 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 Stevenson. The MOU holds the Partnership accountable to the LAUSD Board, and contains a performance management agreement that defines the performance metrics to which Stevenson and the Partnership will be held accountable. To ensure continued quality, the Partnership submits an annual plan that outlines the budget, programmatic milestones and deliverables for Stevenson to LAUSD. Annually, the Partnership also submits a report on Stevenson'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 are also delivered regularly to LAUSD.

LAUSD reviews the School Report Card for Stevenson annually to monitor improvements in student achievement and has controls in place to

Recruitment, Screening, and Selection of External Provider

intervene if Stevenson is not improving under the management of the Partnership. Through the MOU, LAUSD can intervene in the Partnership's management of Stevenson if there are *dramatic* decreases in student achievement or *material* problems with the financial management of the school. Three years into the five year term of the MOU, if Stevenson has substantially failed to meet the performance agreement metrics laid out in the MOU, the school could vote to terminate its relationship with the Partnership. The MOU also lays out a process for renewal of the MOU for another five years if the Partnership's management at Stevenson 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 Stevenson Middle School. LAUSD entered into a 5 year contract with the Partnership to manage Stevenson MS beginning July 1, 2008. In choosing the Partnership to manage Stevenson, LAUSD reviewed the Partnership's school restart framework, 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 Stevenson. 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 Stevenson's area; explicit support through votes for the Partnership from teachers and parents; 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 Stevenson including description of responsibilities, related experiences and references;
- 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.

The Partnership's early success to date at Stevenson gives LAUSD confidence that the Partnership will continue to be a quality external provider for Stevenson Middle School

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 (PLAS) began supporting Stevenson MS in July 2008. In addition, the organization provides support to 11 other schools within the Los Angeles Unified School District. As mentioned, the Partnership will begin managing three more schools beginning in July of 2010.

Recruitment, Screening, and Selection of External Provider

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 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 and are ones that have struggled for many years under the management of LAUSD and 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 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 the Partnership began collaborating with Stevenson MS, 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 who focuses at least 75% of his/her time specifically on improving the instructional program. The creation of this position allowed for 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.

Periodic Assessment results in the core content areas of English language Arts, mathematics and history-social science indicates that the supports that have been 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.

- Stevenson's 2008-09 CST English language arts proficiency rate was 22.3%. The average proficiency rate across all three ELA periodic assessments for 2009-10 is 24.4%.
- 2008-09 CST mathematics proficiency rate was 18.8%. 2009-10 mathematics benchmark assessments show students with an average proficiency

Recruitment, Screening, and Selection of External Provider

rate of 25.9%.

- 2008-09 CST history-social science proficiency rate was 21.7%. 2009-10 history-social science benchmark assessment results show students at an average proficiency rate of 39.8%.

Other positive indicators of school improvement include having one of the highest middle school attendance rates in the district (96.6%). Stevenson has also dramatically reduced their year-to-date suspension rate over the last two years. Stevenson's 2009-10 YTD suspension rate is 0.4%. They have suspended only 8 students this year. In the year before the partnership began with the school (2007-08), the school suspended approximately 800 students.