



Community-Powered Public Schools *of Los Angeles*

Comunidad alimentado las escuelas públicas de Los Angeles

AN INVITATION FOR THE ENTIRE COMMUNITY

To participate in children's education

***The Community-Powered Public School plan
For SRES #11***

INDEX

1. Mission and Vision.....	03
2. School Data Analysis.....	04
3. Applicant Team.....	08
4. Informational Summary.....	10
5. B-1 Curriculum and Instruction.....	11
6. B-2 Professional Development.....	29
7. B-3 Assessments and School wide Data.....	32
8. B-4 School Culture and Climate.....	33
9. B-5 Parent and Community Engagement.....	36
10. B-6 School Governance and Oversight.....	37
11. B-7 School Leadership.....	47
12. B-8 Staff Recruitment and Evaluation.....	48
13. B-9 Sharing a campus.....	50
14. C-1 Internal Management.....	51
15. D-1 Operational Management.....	52
16. D-2 Organizational Responsibilities and Goals.....	53

APPENDIX

17. Letter of Intent.....	54
18. Commitments and Expectations.....	55
19. Applicant History Data Sheet.....	57
20. Performance Plan.....	59
21. Informational Summary (English).....	61
22. Informational Summary (Spanish).....	63
23. Professional Development Schedule.....	65
24. School Calendar.....	66
25. Daily Schedule.....	67
26. Policies for Retention, Graduation, and Student Behavior....	69
27. Job Description for Principal.....	70
28. Service Plan for Special Education	74
29. Signed Copy of the Assurances Form.....	83

REFERENCES

30. References.....	23
---------------------	----

SECTION A SUMMARY ANALYSIS

A. MISSION AND VISION OF CPP SCHOOLS

Community-Powered Public Schools (CPP Schools) began with one question: why aren't all LAUSD students growing to their full potential upon graduation, if they graduate?

LAUSD students are just as smart as other students, and a majority of teachers are very dedicated. So why are the schools still broken?

CPP Schools believes wherever there are broken schools, it means the community and the schools are not working together.

CPP School's mission is to get the school and community working together as one team.

To accomplish this, CPP Schools proposes an *elected* local community school board structure to run the school:

- 2 community members and 2 alternates (elected by the community)
 - 2 parents and 2 alternates (elected by parents)
 - 2 teachers and 2 alternates (elected by teachers)
 - 2 administrators and 2 alternates (elected by administrators)
 - 2 staff members and 2 alternates (elected by staff members)
 - 2 students and 2 alternates* (elected by students) *high schools only.
- (Please see Section B-6b for complete details about the board)

The vision of CPP Schools is to have the entire community support the work teachers and students do together: Excellent Teaching + Students Ready to Learn = Students Growing to their Full Potential.

A Local Community Board for the School will make a powerful team:

- The Board will write an annual plan for the school community.
- When the Local Community Board for the School holds the plan, the school can maintain progress even when key teachers, administrators, or staff members leave.
- The Board will focus on getting parents and the community involved with the school outside of the classroom, while the administration, faculty and staff will focus on the inside of the classroom.
- Parents and Community Members that are elected to the Local Board of Directors for the School will be paid for their service.

B. SCHOOL DATA ANALYSIS

Using data to design effective school plans has frustrated modern school planners for decades. The results that have been achieved using data-driven instruction have proven difficult to maintain for one simple reason: the conditions the plans were originally designed for constantly change.

CPP Schools proposes that instead of building a school around data, why not build a school built to change? The CPP Schools' plan to build this model of school is to use *one strategy, guided by data*.

FORMULATING SCHOOL STRATEGY

To paraphrase Richard Rumelt, author of *Good Strategy, Bad Strategy*, arguably the best book on strategy written to date, a good strategy has three parts: correct identification of the root problem; a guiding principal to apply to the problem; and actionable correctives to solve the problem that are aligned with the guiding principle.

CPP Schools has applied this thinking to the problems facing LAUSD schools:

PROBLEM PART	PROBLEM FOCUS	CPP SCHOOLS SOLUTION
ROOT PROBLEM	Students are not growing to their full potential upon graduation, if they graduate.	Restructure how the school community creates and manages student growth.
GUIDING PRINCIPAL	Create an environment of unlimited student growth, and remove barriers to growth.	Organize representatives from each part of the school community into a team to promote growth.
CORRECTIVES ALIGNED WITH THE GUIDING PRINCIPAL	Elect a Local Board of Directors for the School, consisting of representatives from each part of the school community, to collaboratively create and manage student growth.	Divide the solution into two parts: <ul style="list-style-type: none"> • Inside the classroom: use a research-based instructional framework the entire school community can support. • Outside the classroom: use the board of directors to solve problems that are preventing achievement in the classroom.

The result is our strategy for the school:

The strategy of the CPP Schools plan is based upon having identified the root problem in LAUSD schools as this: LAUSD students are not growing to their full potential upon graduation, if they graduate. Our guiding policy then is to create a school environment that provides not only full, but unlimited, student growth and removes barriers to growth. This will be accomplished through the establishment of a Local Board of Directors structure for the school to allow the school's elected decision makers, in collaboration with the entire school community, to create and manage an optimal environment for student growth, both (a) inside the classroom using a curriculum framework that can be supported by the entire school community, and (b) outside the classroom where problems that prevent student achievement in the classroom can be addressed and solved.

Out of our strategy comes our Mission and Vision:

CPP School's mission is to get the school and community working together as one team.

The vision of CPP Schools is to have the entire community support the work teachers and students do together: Excellent Teaching + Students Ready to Learn = Students Growing to their Full Potential.

DATA THAT SUPPORTS THE STRATEGY

CPP Schools analyzed the data and found Hope Elementary as a comparative, and identified three key metrics for analysis:

1. Students proficient and advanced in math
2. Students proficient and advanced in English
3. Parents responding to the school survey

CPP Schools identified these as good examples as to why a strategy and data-based school plan is preferable to a data-based school plan alone.

CURRENT PERFORMANCE

1. Students Proficient and Advanced in Math (2010-11)

All	59.8%
English Learners	44.4%
Students with Disabilities	22.7%

The disparity between English Learners in math is less profound than the differences evidenced in English. This is most likely due to students having difficulty with reading the test questions and word problems. This illustrates English Language skills do indeed have an effect on student performance, even in subjects that are not reading intensive.

2. Students Proficient and Advanced in English (2010-11)

All	46.3%
English Learners	14.9%
Students with Disabilities	23.8%

A significant disparity exists between English Language Learners (ELs) and All Students; this will present significant difficulty for ELs in courses that are reading-intensive, such as history and science. The disparity between All Students and Students with Disabilities is about the same in both Math and English.

The result of this (brief) analysis reveals EL's, when compared to All students, need more emphasis on English comprehension skills; Students with Disabilities, when compared to All students, need more instruction with an emphasis on cognitive skills.

Data is crucial for identifying areas of need like these, but rather than try and write lesson plans for each individual group of student needs, a far more realistic question to ask is "how can all student academic needs be incorporated into an overall school strategy?"

Here is another important statistic:

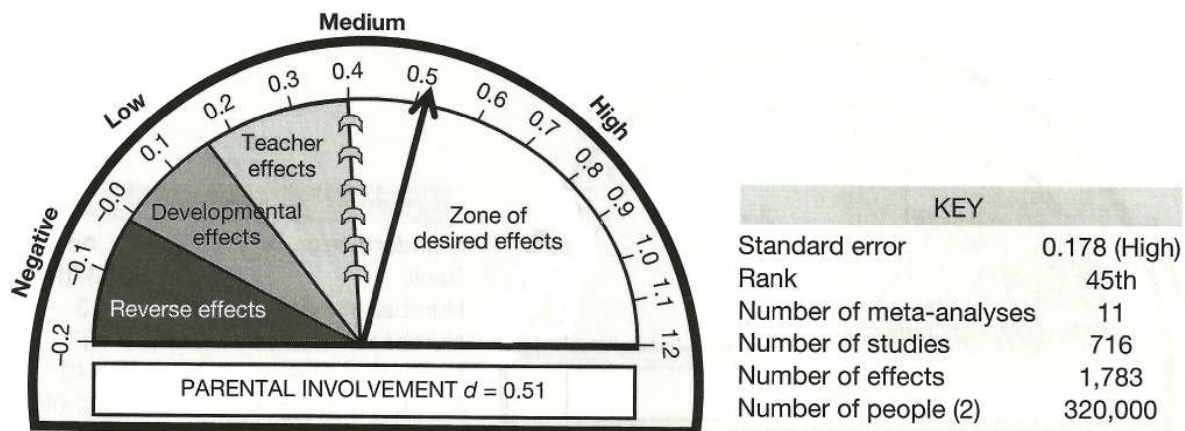
3. Parents responding to the school survey (2010-11)

The number of parents responding to the survey was 54.6%, and of this number only 60.4% felt like they could talk to their student's teacher about schoolwork. This statistic illustrates a profound problem exists in school/parent communications.

RESULTS OF THE ANALYSIS

Looking at this data it is easy to see the correlation between language skills and academic performance among ELs. It is also easy to see the difference in performance between Students with Disabilities and All students. What is not as easy to correlate however, is how parent involvement affects all three.

Parent involvement does make a statistically significant difference in student performance, as illustrated by the graphic below:



Parental Involvement Graphic. Source: *Visible Learning*, Hattie, page 168*

This graphic illustrates that parental involvement is a worthwhile goal and would significantly impact student achievement and growth if fully realized in the school environment. But whose job is it for parent involvement? How can significant parent involvement in the school be achieved?

Involving parents is the function of a strategy, not data, while pinpointing specific areas of student deficit, such as the effect of language skills on academic achievement for English Language learners, is a function of data.

This is why the CPP Schools' strategy-based school plan that utilizes not only data, but utilizes the entire school community to guide decisions, is the way forward for LAUSD.

C. APPLICANT TEAM ANALYSIS

When LAUSD created the Public School Choice (PSC) process, it was designed with three groups in mind to run the schools: LAUSD, PSC teams, and Corporate Teams (Charters.) The idea of the *community* running a school with elected representatives was not considered – until now.

However, this school model poses a problem: how do you elect a board for a school that hasn't even been created yet?

CPP Schools believes it has a solution for this problem: create a true partnership between LAUSD and the community. **CPP Schools will submit the PSC Choice plan, and ask the district to help organize the school until elections can be held.** CPP Schools asks that the LAUSD personnel department staff the new school, and once the school opens, the CPP School plan requires elections to be scheduled in order to complete the Local Board of Directors for the School, as per Section B-6b of this RFP.

CPP Schools is an organization that believes LAUSD should shift from running schools to instead providing the resources, training, support, staff, and facilities needed for the *community* to run its own schools.

As such, CPP Schools will not run any schools, but facilitate the transition of schools from LAUSD-managed to community-managed through a school and community based "Local Board of Directors for the School" organizational structure using the ESBMM school model.

CPP Schools will have no managerial interest in the school beyond submitting the initial Request for Proposal (RFP). CPP Schools' current scope of activity is limited to writing school proposals for adoption by the LAUSD school board. CPP Schools currently has one person in the organization, Mr. David Sievers, an LAUSD teacher and the founder of CPP Schools.

LAUSD has the resources to staff a school that no team, including CPP Schools, can possibly match:

LAUSD SCHOOL DISTRICT EMPLOYEES: *

K-12 Teachers 29,221

Adult Teachers 1,798

Early Childhood Teachers 729

TOTAL TEACHERS: 31,748

K-12 Administrators 2,007

Adult Administrators 130

Early Childhood Administrators 58

TOTAL ADMINISTRATORS: 2,195

Other Certificated Support Personnel 4,615

Regular Classified Personnel 30,344

TOTAL EMPLOYEES: 68,902

*Source: http://www.teachinla.com/Research/faq_notebook/2010-2011/A-1.pdf

CPP Schools firmly believes leveraging the strengths of LAUSD with the knowledge of the community will lead to great schools. The 2011 Request for Proposal

(RFP) guide asked: **(1) What does it take to be successful in either a turnaround or a new school environment, and (2) why is your team well-positioned to do the work?**

- 1.) CCP Schools has a very detailed and specific strategy for success as outlined in **Section 1 – School Data Analysis**. The CPP Strategy differs from other data-driven school plans in this way: the CPP Schools Plan is *designed* to change as student data changes, unlike other plans that are designed around a fixed set of data.
- 2.) The CPP Schools plan is driven by a single core strategy that is based upon community management of the school. It is LAUSD supporting the community managed school, and the LAUSD personnel department staffing the new school (as specified by the CPP Schools plan in the Staffing Section B-8) that will lead to a successful launch of the new school.

The to-be elected local school community board of directors will be a significant, and positive, change for the school; no one knows the school better, and who else should manage the school than the school community?

The community has the most to gain from a good school, and the community will always work the hardest to make the school a success. After all, the community is permanent; why shouldn't the community run the school? Applicant teams, superintendents, favorite teachers, administrators and charter organizations will come and go and will never have as much at stake as the community.

Good schools are critical for communities hoping to attract families looking for a good place to raise their children and good schools are vital to attract employers looking for knowledgeable and skilled high-school graduates. A great school is an asset the community can be proud of. Schools and communities are one and the same – you can't separate them.

D. INFORMATIONAL SUMMARY

PLEASE SEE THE ATTACHMENT

SECTION B – CURRICULUM AND INSTRUCTION

B-1a – Instructional Program

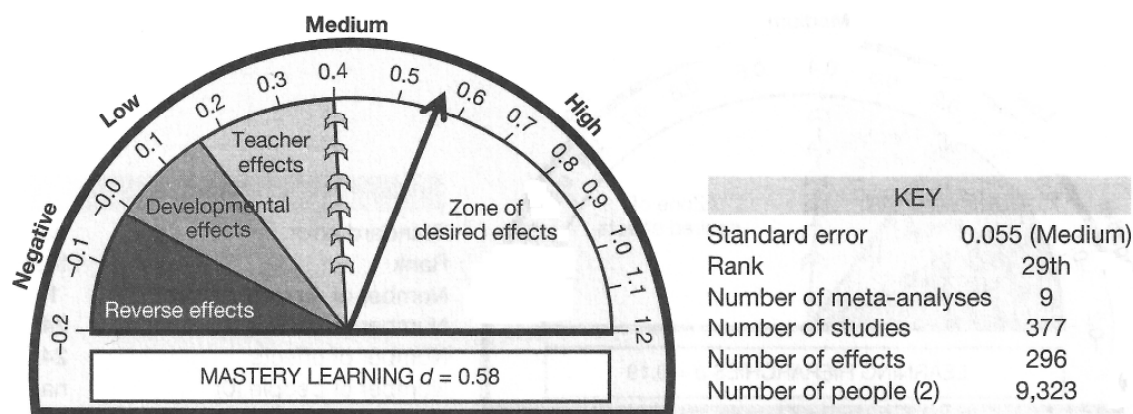
GOALS OF THE CPP SCHOOLS INSTRUCTIONAL PROGRAM

Fulfilling the vision of CPP Schools by creating an environment inside of the classroom where all students grow to their full potential requires a laser focus on instruction, and accomplishing this requires:

- a.) a curriculum framework with proven and quantifiable results and
- b.) a curriculum framework that can be supported by the entire school community, not just through the efforts of professional development alone.

IMPLEMENTING MASTERY LEARNING

CPP Schools will implement Mastery Learning based upon the results of 377 studies, combined with 9 meta-analyses, showing that Mastery Learning does indeed make a statistically significant difference in the classroom, as illustrated by the chart below:



Mastery Learning Graphic. Source: *Visible Learning*, Hattie, page 168*

WHAT IS MASTERY LEARNING?

Mastery Learning is a method of teaching that requires students to show mastery of a concept before the teacher moves on to the next concept. Students are given opportunities to learn the material through a variety of instructional strategies and then take a quiz. If students do not show mastery of the concept, then they are given additional instruction and allowed to take the quiz (usually in a different form) again. (Morgan, p. 7)

The key difference between Mastery Learning and traditional instruction is this: with traditional instruction methods, it is the *student* who is solely responsible for “keeping up” with the material. In a Mastery Learning classroom, the teacher works *in partnership* with the student to make sure they have mastered the material before moving on to the next lesson.

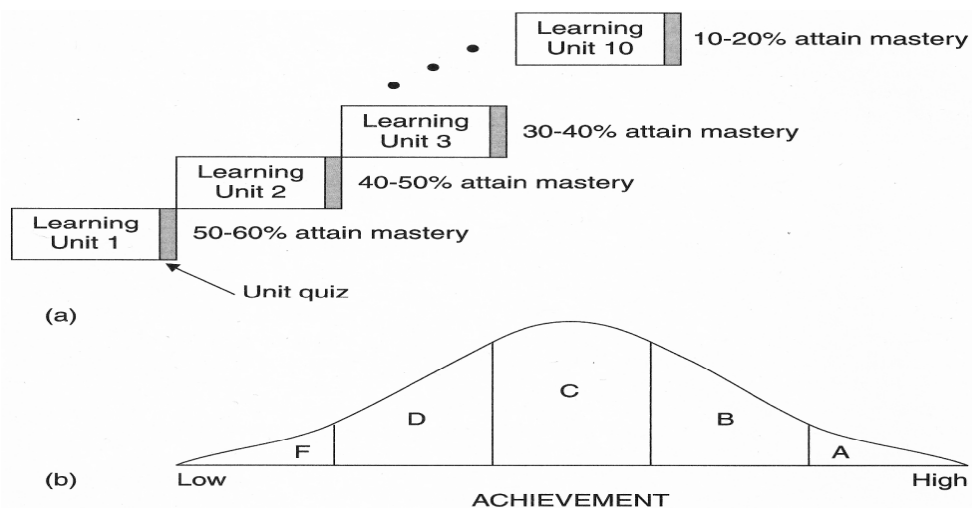
THE HISTORY OF MASTERY LEARNING

The theory that drives Mastery Learning is rooted in John B. Carroll’s 1963 paper “A Model for School Learning.” In this paper, Carroll challenged the idea that students were either good learners (high aptitude) or poor learners (low aptitude). Carroll argued instead that student aptitude is tied to their *learning rate*, that is, all students have the potential to learn quite well but students take different amounts of time to learn the same material. (Guskey, p. 3)

Carroll also noted that in addition to time, learning also depended on the quality of the instruction: the more organized the presentation of the material, the less time was required for all students to learn.

However, Carroll did not address the problem of how to provide sufficient time or how to improve instructional quality. During the 1960’s Benjamin Bloom studied classrooms and noted that instruction followed a predictable path: concepts and materials the teachers wanted students to learn were divided into sequential units with a quiz or a test at the end of the unit.

Bloom noted that when teaching and learning proceeded in this manner, only a few students usually learn the unit’s materials and concepts well. This is especially true if the units are sequential, and understanding later units relies heavily on having mastered the early units:



Traditional Instruction Achievement Graphic.(a) sequence (b) grade Source: Guskey, p. 6

With the current “Unit/Quiz” model of teaching, only 10-20% of students attain mastery of the academic material being taught.

Not surprisingly, this distribution pattern of 10-20% mastery found by Bloom in the 1960s mirrors the academic achievement patterns (Advanced, Proficient, Basic, Below Basic and Far-Below Basic) we see throughout low performing LAUSD schools today.

Bloom believed that quizzes alone did little more than show for which students the instruction was successful – or not.

MASTERY LEARNING AND TUTORING

Seeking a better instructional framework, Bloom carefully studied the processes of what happens when an excellent tutor works with a student. Bloom found that, just like teachers, tutors organize the concepts and materials into small learning units with a quiz at the end of the unit. However, *tutors went over the wrong answers on the quiz not just once, but as many times as needed until the student knew all of the material.* (Guskey, p. 7)

Bloom then took the idea of the quiz as the not the end of the unit, but as another beginning: Bloom recommended quiz results be used to diagnose individual learning difficulties and prescribe specific remediation procedures that are to be achieved *before* moving on to the next unit. This is precisely what happens when a student works with a good tutor: the tutor points out the errors (feedback) and then gives further clarification and explanation (corrective.)

With this in mind, Bloom outlined a specific instructional strategy using these principals, first labeling it “learning for mastery” (Bloom, 1968) and later “mastery learning” (Bloom, 1974). (Guskey, p. 7)

To emphasize the new role of the traditional quiz at the end of a unit, Bloom suggested it be called a *formative* assessment, meaning “to inform or provide information.” A formative assessment identifies for students what they have learned well and what they need to learn better. (Guskey, p. 7)

Included with the formative assessment are explicit suggestions to students on what they need to do to correct their learning difficulties that were identified with the assessment. A formative assessment has three parts:

1. What students are expected to learn.
2. What each student has not learned well.
3. What each student needs to learn better.

THE SECOND FORMATIVE ASSESSMENT

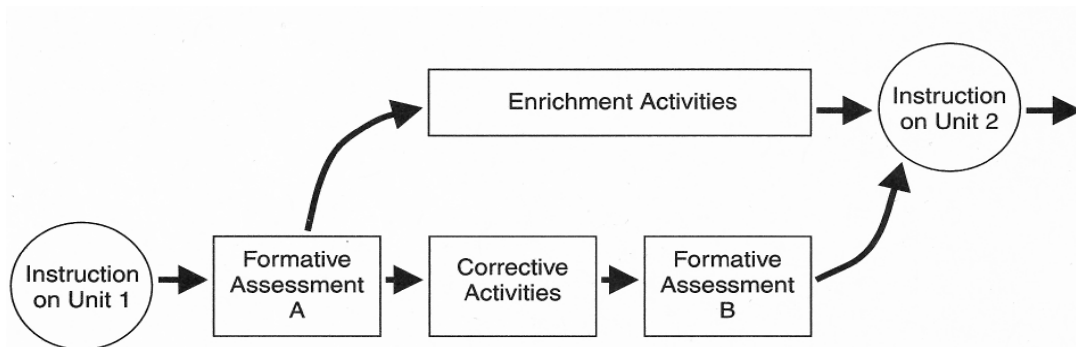
When students are complete their corrective activities, usually after a class period or two, they are administered a second formative assessment. Bloom stressed the second assessment should be parallel, but not identical, to the first assessment: it should cover the same concepts and learning goals but is not composed of the same problems or questions.

The purpose of the second assessment is to verify if the correctives were successful in helping students overcome their individual learning difficulties and the second, more important reason, is to offer students a second chance at success. If the student still struggles after the second formative assessment, then further testing by the

school may be required to diagnose any learning deficits and formulate a support plan to assist the student.

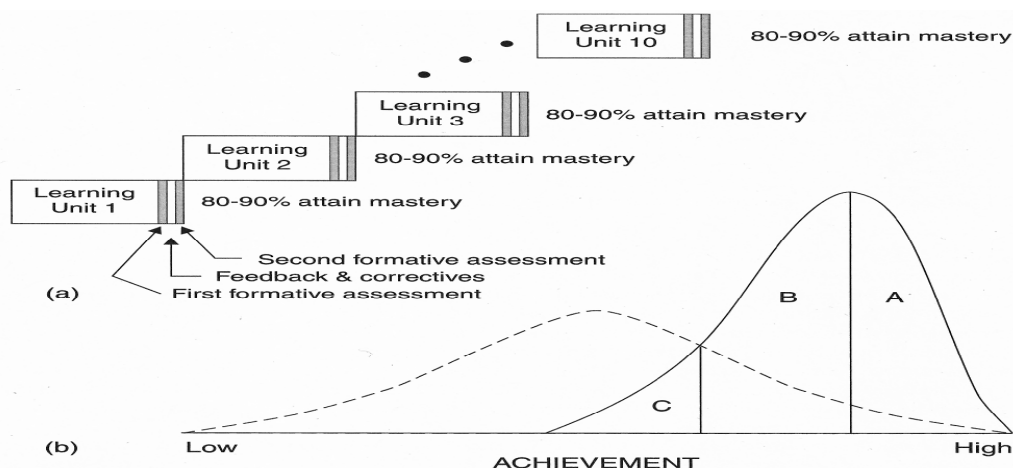
For students who have mastered the initial instructions and do not need corrective activities, Bloom recommends enrichment activities to broaden students' learning experiences. These activities could include peer support of students who need help, special projects given by the teacher, or individual learning activities self-selected by the student.

THE MASTERY LEARNING MODEL



Formative Assessment Graphic (Guskey, p. 9)

Using formative assessments provides the most productive learning environment for all students: by keeping students working at the same level throughout the year, more students will have success in the classroom and not feel "lost" by the middle of the first semester. This will also help students take charge of their learning, reduce dropout rates, and reduce behavior problems from students who feel like they have no hope of passing the class.



Mastery Teaching Achievement Graphic.(a) sequence (b) grade Source: Guskey, p. 10

This graphic illustrates the results achieved using Mastery Learning: 80-90% of students achieve mastery of the material as opposed to 10-20% obtaining mastery using traditional "quiz based" learning.

CORRECTLY IMPLEMENTING MASTERY LEARNING

Mastery Learning, although proven highly effective, can be implemented poorly:

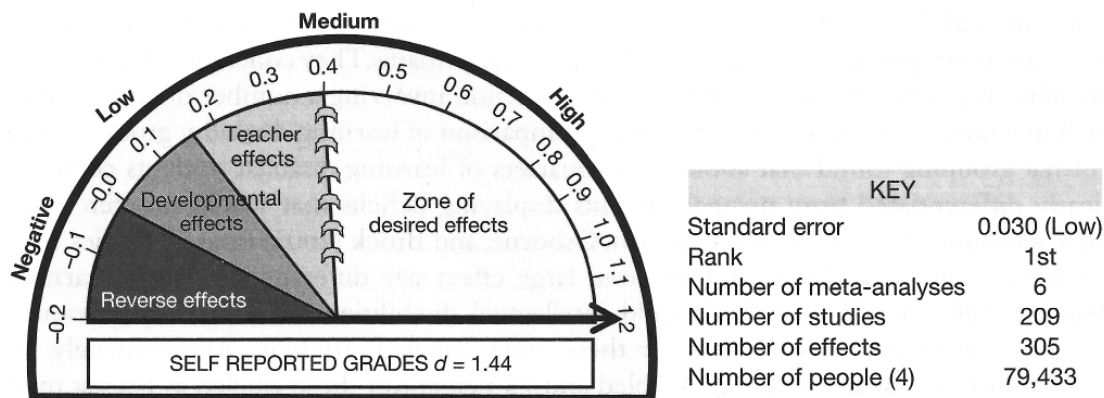
POORLY IMPLEMENTED	CORRECTLY IMPLEMENTED
Hundreds of small objectives per unit.	A dozen or two significant objectives per unit.
Mastery as a completion of a task to be checked off and then move on to the next.	Mastery as initial learning that will be forgotten and relearned with new examples and other ways.
Enrichments as low-level busywork for fast learners (if at all) while slower learners catch up.	Enrichment as higher-level and creative ways to go beyond what was mastered, available to all students.

(Gentile and Lalley, p. 132)

FORMATIVE ASSESSMENTS AND STUDENT INPUT

As illustrated by the above chart, the formative assessments used in Mastery Learning are not “test, retest, test again”; Mastery Learning is an opportunity for teachers to have a conversation with students and build trust that students can, indeed, master difficult subjects.

One technique teachers can use to build trust with their students is ask them, prior to administering a formative assessment, is to predict how they will do. If the students overwhelmingly predict they will do poorly, then that is an excellent time to re-teach until the subject matter is understood and then administer the assessment.



Self-Reported Grades Graphic. Source: *Visible Learning*, Hattie, page 44*

Not surprisingly, having students predict their grades is the #1 most effective learning technique a teacher can use in the classroom. Using prediction also prevents frustration from completely failed tests in the classroom, and that benefits teachers and students alike.

Although teachers worry about falling behind in the curriculum, making sure all students grasp the fundamentals of the materials *before* moving on is crucial. Once

Mastery Learning routines are established in a classroom, learning can progress rapidly when students are able to utilize a network of supports listed on their formative assessment.

Section 1b will provide an example of a Mastery Learning Math lesson that is aligned with California state standards.

SUPPORTING THE FORMATIVE ASSESSMENT

CPP Schools believes it is in the formative assessment stage of the educational process that teachers will need the most support in implementing Mastery Learning: teaching students how to take the corrective actions listed on their formative assessments so they can successfully complete their coursework.

However, delivering instruction and then motivating very large classes to take corrective action is too much for a teacher to do alone; this is an activity that needs to be supported by the entire school community.

CPP Schools will offer a variety of methods that teachers can utilize for students in and out of class:

1. **Teacher Supports:** A common formative assessment for use with students, complete with a list of tutoring, Learning Center and Internet supports, developed by each department during Professional Development time.
2. **Student Supports:** Pairing of students who have mastered the material with those who need support.
3. **Parent and Community Supports:** Community and parent tutoring (resources through the parent and community center, such as parent contact or coordination with the local public library.)
4. **Administrative Supports:** Administrators can assist teachers with students who are non-cooperative or disruptive, and recommend change of placements.
5. **Staff Supports:** Technology support staff can observe Mastery Learning in the classroom and train teachers on technology that can aid their endeavors.
6. **Special Education supports:** Coordination with the Special Education department to make sure students with IEPs receive interventions.

It is important to note that the Internet also offers a myriad of on-line supports that teachers and students might not be aware of, for example, www.khanacademy.org offers over 2,600 video tutorials on everything from math to history for free. Youtube.com also offers excellent academic instructional videos, but these would have to be researched and categorized before being used in the classroom. These can all be part of the school-wide formative assessment support plan.

WHY ISN'T MASTERY LEARNING UTILIZED MORE OFTEN?

Mastery Learning has been around for over fifty years, there are several reasons for its waxing and waning in popularity over time:

- **Unaware Mastery Learning Exists** –Mastery Learning has proved to make a statistically significant difference in the classroom and that has led to a renewed interest.
- **A Loss of School-Wide Focus** - When the teachers or administrators who used and promoted Mastery Learning leave or retire, then the use of Mastery Learning declines or even stops.
- **Impatience** – Administrators and teachers find Mastery Learning pulls them off their pacing plan for the course.
- **Mastery Learning as Dogma** – Mastery Learning becomes a victim of its own success: “if 10 department wide formative assessments are good, 100 must be better.” Then the process becomes too unwieldy and controlling, and teachers abandon it. Supports are vital, but it is the teacher how should have the final say in how Mastery Learning is to be applied in their classroom.

If a teacher fails class after class year after year, and says “these kids just won’t try” well, it’s time to consider Mastery Learning – but the school has to support Mastery Learning as well by not exerting pressure if the teacher falls behind on the pacing plan for the course. It’s difficult to accept *every student, and every student group*, has a specific learning rate.

The solution for keeping Mastery Learning productive in the classroom is to make sure everyone in the school community – parents, administrators, staff, teachers, students, and community members – know what Mastery Learning is (and isn’t) and how it works. The entire school culture needs to support Mastery Learning and help build and maintain the supports needed for its continued effectiveness.

This is yet another reason why it is important for the community to hold the plan for schools: to keep the instructional framework constantly improving and not leave the school’s academic performance in the hands of a few key personnel, either intentionally or unintentionally.

MASTERY LEARNING AND THE GLOBAL ECONOMY

Once the school demonstrates the students are succeeding, the school should then align its curriculum with global standards. Making sure our students can compete in a global economy is vital for their futures. International standards for schools, and how the United States compares, can be found on the National Center for Education Statistics' International Activities Program website:

<http://nces.ed.gov/surveys/international>

B1-b CORE ACADEMIC CURRICULUM

Education Code Section 51210 states that the adopted course of study for students in grades one through six shall include instruction in the following areas of study:

- (a) English, including knowledge of, and appreciation for, literature and the language, as well as the skills of speaking, reading, listening, spelling, handwriting, and composition.

- (b) Mathematics, including concepts, operational skills, and problem solving.
- (c) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; contemporary issues; and the wise use of natural resources.
- (d) Science, including the biological and physical aspects, with emphasis on the processes of experimental inquiry and on the place of humans in ecological systems.
- (e) Visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression.
- (f) Health, including instruction in the principles and practices of individual, family, and community health.
- (g) Physical education, with emphasis on physical activities for pupils that may be conducive to health and vigor of body and mind, for a total period of time of not less than 200 minutes each 10 school days, exclusive of recesses and the lunch period.
- (h) Other studies that may be prescribed by the governing board.

Every school in California is required to provide instruction in the subjects named above, although physical education is the only subject that has statutorily required minutes of instruction. The schedule of the instructional day and week is determined by the teacher and the local school and district administration. Although world language is not a required subject for the elementary grades, *EC* Section 51212 states that the Legislature encourages “the establishment of programs of instruction in foreign language, with instruction beginning as early as feasible for each school district.”

Source: <http://www.cde.ca.gov/ci/cr/cf/grlevelcurriculum.asp>

ORGANIZING THE CURRICULUM TO SAVE TIME AND RESOURCES

The vision of CPP Schools is to improve the quality of instruction by organizing instruction to reduce the time needed to teach a lesson. The less time teachers spend on explaining a lesson is more time students can spend practicing a lesson.

CPP Schools believes that in addition to implementing Mastery Learning to improve learning, the “traditional” tools of instruction - the textbook, the teacher’s lesson plan, the unit plans and the formative assessments - can all be combined to improve instruction, reduce waste and free up resources.

To this end, CPP Schools would encourage the Local Board of Directors for the School to consider consumable (re: single use) textbooks as much as possible:

- Consumables cost less (actualized) than traditional textbooks.

- Students can write in them.
- They do not create a financial hardship to replace if lost.
- They do not require a bookroom and bookroom staff to manage, which frees up resources from managing materials to supporting learning.
- Well-written textbooks reduce the time teachers need to create lessons.
- Combining a consumable textbook with the binder check and note taking skills (discussed in section B-4b, Student Support and Success) establishes a learning protocol that can be supported school wide.
- Students can keep the books and notes for future reference.

Below is an example of an Math lesson plan from text taken from a consumable textbook, *The Humongous Book of Algebra Problems*, by W. Michael Kelly. It was purchased for a retail price of \$12.97 on Amazon.com.

A SAMPLE MATH MASTERY LEARNING LESSON PLAN

All lesson plans, both “traditional” and Mastery Learning, start with the same 3 steps:

1. Listing a California State Standard (what must be taught in the class.)
2. The academic work is then grouped into Units.
3. The Units are divided into lesson plans, and each lesson in the plan has a specific objective (goal) that will lead toward mastering the standard.

The key difference between a Mastery Learning lesson plan and a “traditional” lesson plan is the addition of a 4th step:

4. (a) Enrichment Activities for those who have learned the material after the first formative assessment (quiz) and (b) additional supports for students who have not learned the material.

This sample lesson will address part of the 6th grade **California Standard 1.0** for Algebra and Functions:

1.0 Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results.

(Source: <http://www.cde.ca.gov/be/st/ss/documents/mathstandards.doc> p. 27)

Not all California standards can be addressed in one unit plan; this particular standard will require multiple units to address. Chapter 4, **Linear Equations in One Variable**, taken from *The Humongous Book of Algebra Problems*, makes an excellent introductory unit plan:

Chapter 4: Linear Equations in One Variable	How to solve basic equations	55
<i>Adding and Subtracting to Solve an Equation</i>	<i>Add to/subtract from both sides</i>	56
<i>Multiplying and Dividing to Solve an Equation</i>	<i>Multiply/divide both sides</i>	59
<i>Solving Equations Using Multiple Steps</i>	<i>Nothing new here, just more steps</i>	61
<i>Absolute Value Equations</i>	<i>Most of them have two solutions</i>	70
<i>Equations Containing Multiple Variables</i>	<i>Equations with TWO variables (like x and y) or more</i>	73

(Source: Kelly, p. iii)

The unit is broken down into lessons, and the Lesson Plan objective, **Adding and Subtracting to Solve an Equation**, stated on the top of page 56, is presented here:

Adding and Subtracting to Solve an Equation

Add to/subtract from both sides

Note: Problems 4.1–4.3 refer to this statement: "Five more than a number is equal to thirteen."

4.1 Express the statement as an algebraic equation in terms of x .

Or $5 + x$.
That works,
too.

According to Problem 3.2, the statement "more than" in this context indicates a sum, so "five more than a number" is expressed as $x + 5$. The phrase "is equal to" indicates the presence of an equal sign, so the algebraic equivalent of "five more than a number is equal to thirteen" is $x + 5 = 13$.

Note: Problems 4.1–4.3 refer to this statement: "Five more than a number is equal to thirteen"

4.2 Solve the equation generated in Problem 4.1 for x .

"Isolating" a variable means that it, alone, is on one side of the equal sign and everything else is on the other side. After you isolate x , you end up with " $x =$ " or " $= x$," an equation with only x on either the left or right side.

To solve an equation for a variable, you must isolate that variable on one side of the equal sign, usually the left side. The equation $x + 5 = 13$ has two things left of the equal sign, x and the number 5. If you subtract 5 from the left side of the equation to eliminate it, you must subtract 5 from the right side of the equation as well to maintain the equality of the statement.

$$\begin{array}{r} x + 5 = 13 \\ - 5 \quad - 5 \\ \hline x + 0 = 8 \end{array}$$

When five is subtracted from both sides of the equation, isolating x left of the equal sign, you are left with $x = 8$, the solution to the equation.

Note: Problems 4.1–4.3 refer to this statement: "Five more than a number is equal to thirteen."

4.3 Verify that the solution to Problem 4.2 is correct.

If you add something to (or subtract something from) one side of an equation, do the same thing to the other side. The two sides only stay equal if you treat them exactly the same way.

To verify that $x = 8$ is the solution to the equation $x + 5 = 13$, substitute 8 into the equation for x .

$$\begin{array}{l} x + 5 = 13 \\ 8 + 5 = 13 \\ 13 = 13 \end{array}$$

Because substituting $x = 8$ into the equation produces a true statement ($13 = 13$), $x = 8$ is the correct solution.

There's only one correct solution. When equations have one unique variable and the highest power of that variable is 1, you only get one solution.

(Source: Kelly, p. 56)

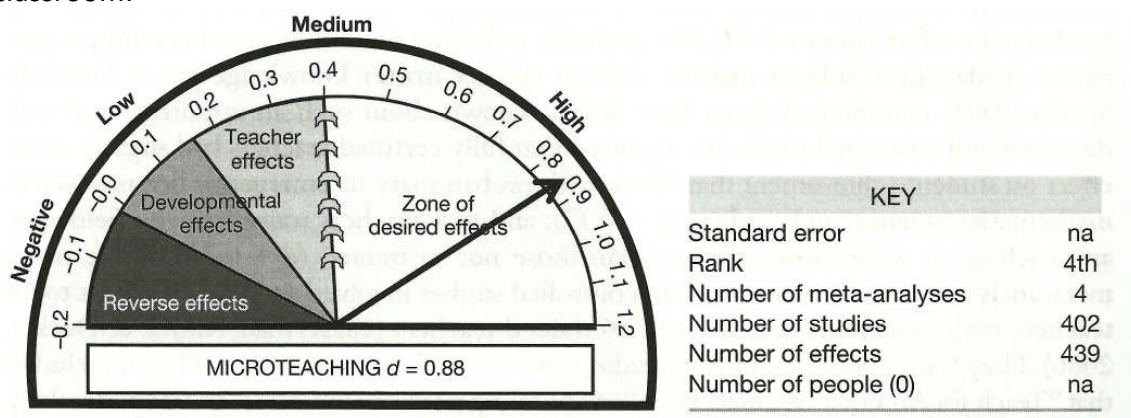
Now a lesson – the specific steps needed to solve an equation using addition and subtraction – can be taught to the students. The steps to master the lesson objective are

explained step-by-step in a well-organized and high quality lesson plan. The book also comes complete with side notes (in the text bubbles) that provide additional details. And, in case of an absence, the student also knows exactly what it is they missed, and what they are responsible for learning.

There is also plenty of room for a teacher's own individual teaching style to help the students grasp the concepts being taught, including adding additional practice problems as needed, or sending the students to a *specific* problem (1.2, 2.3, 3.3, etc.) to help them clarify the concepts. The lesson, as written, also functions as a great "script" to make sure the teacher doesn't miss any steps.

Each problem, 4.1, 4.2, 4.2 etc. builds knowledge by adding steps to what was just learned. Students can go over these concepts in class with the teacher as many times as needed until they "get it." By working in steps, students can point the exact step that has them stopped.

This form of "microteaching" has also been shown to make a significant difference in the classroom:



Microteaching Graphic. Source: *Visible Learning*, Hattie, page 112*

THE FIRST FORMATIVE ASSESSMENT

Once this lesson is taught to the class, the teacher will ask students if they grasp the concepts, and if they do, students will be asked to predict their grade and then given a formative assessment (quiz) to check for mastery of the lesson. Teaching students to predict their own performance is a critical skill for any student to have, especially when preparing for the periodic assessments.

Some students will pass the first formative assessment easily; this is why it is critical to have Enrichment Activities as part of the Mastery Learning lesson plan. This Enrichment Activity was found with the Google search term "practical applications of algebra":

SAMPLE MASTERY LEARNING ENRICHMENT ACTIVITY

Number Puzzle One

An old number trick has directions as follows (the numbers/letters in parentheses are algebraic equivalents of the steps):

Step 1: Write down the year you were born. $[p]$

Step 2: Write down a year when a memorable event in your life took place. $[q]$

Step 3: Write down your age as of the last day of this year. $[y - p]$

Step 4: Write down the number of years that elapsed since the memorable event (in Step 2) took place. $[y - q]$

Step 5: Add the 4 numbers obtained from Steps 1 through 4. $[p + q + (y - p) + (y - q) = 2y]$

Prediction: Everyone who followed all the directions would have got the number 4006 (if the trick were carried out in the year 2003).

The prediction sounds magical, especially as everyone gets the same answer, even though all might have started off with different numbers.

So how does this work?

Explanation: Look at the variables that were added in Step 5. They are:

$$\begin{aligned} p + q + (y - p) + (y - q) &= p + q + y - p + y - q, \text{ by removing parentheses} \\ &= p - p + q - q + y + y, \text{ by rearranging the terms} \\ &= 2y, \text{ as the } p\text{'s and } q\text{'s cancel each other out} \\ &= 4006, \text{ when } y = 2003 \end{aligned}$$

In other words, the number in Step 1 combined with that in Step 3, deleted the number in Step 1, giving the current year, 2003; similarly, the number in Step 2 combined with that in Step 4, deleted the number in Step 2, giving, once again, the current year, 2003. Hence, adding all the 4 numbers from Step 1 through Step 4 effectively deleted every number other than twice the current year, 2003, giving the result of $2 \times 2003 = 4006$! (Note that most number puzzles undo what has been done, so as to “force” a certain result, as can be easily proved by using deductive logic or by using algebra.)

(Source: The PUMAS Collection <http://pumas.jpl.nasa.gov>)

THE SECOND FORMATIVE ASSESSMENT

If the formative assessment reveals some students still struggle with a particular concept, the concept is re-taught and a different formative assessment is given. There are many additional formatives available at such websites as:

- <http://www.math-drills.com>
- <http://www.superteacherworksheets.com>

Before the 2nd formative is given, students will again be asked to predict their grade. Once the students pass the second formative, the teacher can move on to the next lesson in the Unit Plan, Multiplying and Dividing to Solve an Equation. Using the prediction and formative results from the previous lesson will give the teacher a good idea of how much instruction is required.

Students not passing the 2nd formative assessment, for whatever reason – attendance, lack of ability, refusal to work - are the students who need the support system of the entire school community. These supports will be discussed in Section B2, Professional Development and Section B4b, Student Support and Success.

REAL WORLD APPLICATIONS OF STUDENT LEARNING

CPP Schools believes real-world learning is just as critical as classroom learning. To this end, CPP Schools will promote field trips for all students and relevant, real-world learning opportunities. These will be discussed in greater detail in Sections B4, School Culture and Climate and B5, Parent and Community Engagement.

SUMMARY

The author of *The Humongous Book of Algebra Problems*, W. Michael Kelly, has written similar books for teaching Basic Math (and for high school teachers Geometry, Statistics, Calculus and Trigonometry.) These books, or books like it, can be the basis for uniform unit and lesson plans across an entire math department. This can save valuable professional development and department meeting time for supporting Mastery Learning in the classroom, and sharing “best practices” for instruction to make sure all students are succeeding.

Materials as well written as *The Humongous Book of Algebra Problems* can be found in every academic subject. As budgets in California become even tighter, evaluating materials for their cost/benefit ratio is going to become even more mission critical to creating and sustaining quality schools. This is why aligning professional development with instruction so crucial: finding these resources, sharing them with other teachers and *supporting instruction school wide* are the keys to turning around the schools in LAUSD.

Excellent Teaching + Students Ready to Learn = Students Growing to their Full Potential.

REFERENCES AND RESOURCES LIST

Humongous Book of Algebra	Kelly, W. Michael	2011, Alpha
Humongous Book of Basic Math	Kelly, W. Michael	2011, Alpha
Implementing Mastery Learning	Guskey, Thomas	1997, Wadsworth
Lesson Planning	Karges-Bone, Linda	2000, Allyn and Bacon
Mastery Learning	Morgan, Kelly	2011, NSTA Press
Mastery Learning in Classroom Inst.	Block, James	1975, Macmillian
Mastery Teaching	Hunter, Madeline	1982, Corwin Press
Standards and Mastery Learning	Gentile, J. Ronald	2003, Corwin Press
The Manga Guide to Electricity	Matsuda, Kazuhiro	2009, Trend-pro
Visible Learning	Hattie, John	2009, Routledge

B-1bi – CURRICULUM DEVELOPMENT

Not Applicable

B-1bii – MANAGEMENT OF MULTIPLE SCHOOLS

CPP Schools will not manage any schools; CPP Schools will write the PSC plan to enable the school to be run by a Local Board of Directors.

B-1c – WASC

WASC/CDE Accreditation

The WASC/CDE (California Department of Education) criteria are organized into five categories:

- A.Organization: Vision and Purpose, Governance, Leadership and Staff, andResources
- B.Standards-based Student Learning: Curriculum
- C.Standards-based Student Learning: Instruction
- D.Standards-based Student Learning: Assessment and Accountability
- E.Support for Student Personal and Academic Growth

The below table lists the WASC Categories and provides an overview on how CPP Schools plans to address them.

WASC/CDE Focus on Learning School wide Criteria	Community-Powered Public Schools
A. ORGANIZATION	
VISION AND PURPOSE 1. The school has a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by expected school-wide learning results and the academic standards.	1. CPP Schools has one ESLR (Expected School-Wide Learning Results) and it is this: <i>Excellent Teaching + Students Ready to Learn = Students Growing to their Full Potential</i> . Excellent teaching will be accomplished through implementation of Mastery Learning, a research-based curriculum framework with proven results. Students Ready to Learn will be the result of a Local Board of Directors for the School solving and eliminating problems that prevent student growth. Students Growing to Their Full Potential means students that can compete for jobs not just in the national economy, but globally as well.
GOVERNANCE 2. The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; (b) delegates	(a) (b) (c) The Local Board of Directors does not function as a “2 nd Administration”; this board functions to make sure the school stays true to its long-term plan for growth and improvement. The board will hire a principal for the day-to-day management of the school, and

<p>implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.</p>	<p>oversee all committees as well. The board will approve the single schoolwide action plan and its relationship to the LEA plan.</p>
<p>LEADERSHIP AND STAFF 3. Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.</p> <p>4. A qualified staff facilitates achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development.</p> <p>5. Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.</p>	<p>3. The Strategic Plan will be reviewed formally by the CPP Schools Community Board of Directors and recommendations for changes made based upon data and stakeholder input.</p> <p>4. All staff will be appropriately credentialed and participate in a Professional Development Program.</p> <p>5. The Academic Committee will report directly to the Local Board of Directors for the School. This Committee will advise the Local Board in the development of its yearly plan for the school year.</p>
<p>RESOURCES 6. The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected school wide learning results.</p>	<p>6. The CPP Schools Community Board will allocate all funds and also begin an endowment fund to help CPP Schools maintain high academic standards during times of budget reductions. There will be two community members on the board tasked with chairing the community committee in order to obtain community supports, financial and volunteers, for the school.</p>
<p>B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM</p>	
<p>1. All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results.</p>	<p>1 The administration will oversee and the faculty will implement the Mastery Learning Curriculum Framework, a rigorous, relevant, and coherent standards-based framework that supports the achievement of the academic</p>

<p>Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.</p> <p>2. All students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals.</p> <p>3. Upon completion of the high school program, students will be able to meet all the requirements of graduation.</p>	<p>standards and the expected schoolwide learning results. Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.</p> <p>2 All students will participate in a homeroom class explicitly designed to prepare them for life after high school, and prepare them for their academic, personal and school-to-career goals.</p> <p>3 Students will meet all A-G requirements upon graduation.</p>
C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION	
<p>1. To achieve the academic standards and the expected schoolwide learning results, all students are involved in challenging learning experiences.</p> <p>2. All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.</p>	<p>1 In addition to a rigorous course of study, all students and staff will participate in at least one field trip experience per year, and work within their SLC (Small Learning Community) and the various school committees.</p> <p>2 CPP Schools will implement Mastery Learning and devote a section of the library specifically to sharing instructional materials not just SLC or Department wide, but school and district wide as well.</p>
D. STANDARDS-BASED STUDENT LEARNING	
<p>ASSESSMENT AND ACCOUNTABILITY</p> <p>1. The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.</p> <p>2. Teachers employ a variety of assessment strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.</p> <p>3. The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected</p>	<p>1. CPP Schools will participate in all district wide assessments, and supplement those assessments with assessments to determine grade-equivalent present levels of performance.</p> <p>2. Teachers will use a variety of assessments, including work samples and portfolios in the Daily Binder Check Protocol, in order to monitor student performance.</p> <p>3. The homeroom teacher will monitor all student academic performance through the Binder Check Protocol on a daily basis.</p> <p>4. The CPP School's Community Board of Directors will monitor school wide results and match them against the objectives and goals of the annual CPP Schools Strategic</p>

<p>schoolwide learning results.</p> <p>4. The assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drives the school's program, its regular evaluation and improvement, and the allocation and usage of resources.</p>	<p>Plan.</p>
<p>E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH</p>	
<p>1. The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process.</p> <p>2. The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.</p> <p>3. All students receive appropriate support along with an individualized learning plan to help ensure academic success.</p> <p>4. Students have access to a system of personal support services, activities and opportunities at the school and within the community</p>	<p>1. CPP Schools will fund the development and provide Board Level Support to the creation of a Parents Communication Center.</p> <p>2. All Staff – professional and classified – will meet the standards within their part of the Strategic Plan, in which these goals will be addressed.</p> <p>3. All student supports and a learning plan will be coordinated with the student's homeroom teacher, the "first point of contact" for students.</p> <p>4. The homeroom teacher will be tasked with making sure all students receive the appropriate supports to succeed in school, and plan interventions if they are not. All students will participate in SLC (Small Learning Community) activities.</p>
<p>Template Source: http://www.acswasc.org/about_criteria.htm#cdecriteria</p>	

B-1d – ADDRESSING THE NEEDS OF ALL STUDENTS

ELD, ESL, Sheltered and SDAIE courses

CPP Schools will offer English Language Development (ELD) and/or English as a Second Language (ESL) courses to all students needing this support; additionally, Specially Designed Academic Instruction in English courses will be offered to students as part of their IEP, or EI development.

Interdisciplinary and/or integrated courses

CPP Schools will consider offering interdisciplinary / integrated courses, such as math and science, that are co-taught with teacher teams.

B-1e – Vertical Articulation

CPP Schools plans on submitting five elementary PSC 3.0 applications. The purpose of multiple applications is to speed change throughout LAUSD. These schools will be encouraged, but not required, to share “best practices” and arrange for the Local Boards of Directors to work with each other, perhaps holding Board meetings at each others’ school sites as an introductory way of sharing information and working together.

The Local Boards of Directors for the schools will also be encouraged to liaison with any other school that requests mutual support.

B-1f – Early Care and Education

Support for teen parents and children ages 0-5 will be coordinated through the Parents Committee, which will report directly to the Local Board of Directors for the school.

CPP Schools will also encourage the development of school-based respite and support services for parents with severely handicapped children. Parents with severely handicapped children need trained childcare providers; CPP Schools will encourage the development of both volunteer and vocational programs to serve the school community.

B-1g – Service Plan for SPED

PLEASE SEE ATTACHMENT E.

SECTION B2 – PROFESSIONAL DEVELOPMENT

B2a – PROFESSIONAL CULTURE

A “Professional Culture” ties directly to the first part of the CPP Schools’ vision: Excellent Teaching + Students Ready to Learn = Students Growing to their Full Potential.

- “Excellent Teaching” means continually improving the quality of instruction to reduce the time students need to learn.
- A “Professional Culture” at CPP Schools means Professional Development (PD), Professional Learning Communities (PLCs) and Department Meetings share the same goal: create, maintain and deliver excellent teaching every day.

B2b – PROFESSIONAL DEVELOPMENT

“Professional Development” is continually improving the quality of your instruction and sharing your instructional knowledge with others.

- A student’s accurate prediction of a passing grade on a formative assessment is the test of quality instruction.
- Resisting the temptation to move on to the next unit before all students have mastered the material is great teaching.
- All teachers support each other in a collegial environment to make sure all teachers are successful.

USING PREDICTION TO TEST IF YOUR INSTRUCTION WAS EFFECTIVE

Why wait for the results of your students’ assessments when they can tell you their scores before they even take them? Asking a student to predict their grade on an assessment that they have in their hand is far more quantifiable for them than asking “do you have any questions?” after presenting a lesson.

This is what professional development does: it identifies the changes that will yield statistically significant results in student performance. (Please see the Self-Reported Grades graphic on page 15).

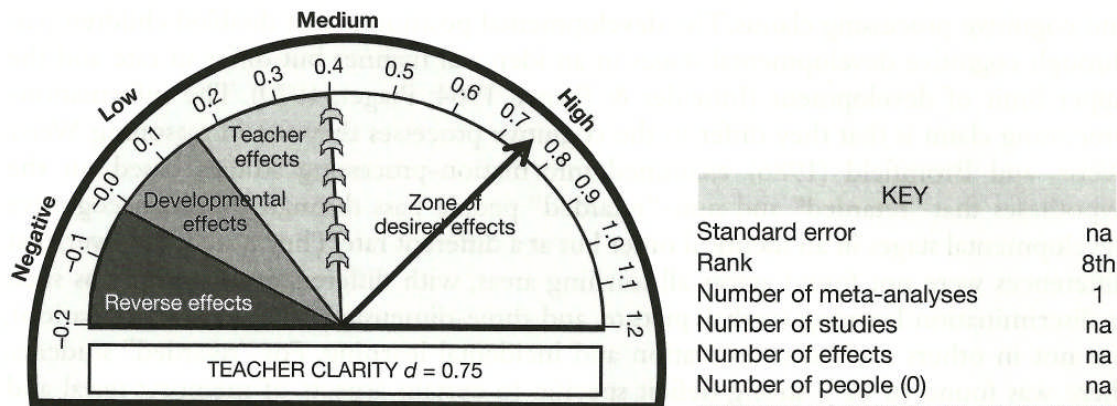
The goal is for students to be able to assess their learning processes, and be self-motivated to utilize school-wide supports.

Creating a school environment where the entire school community supports Mastery Learning is vital for another reason: to prevent teacher burnout. When a teacher “burns out”, they stop being of use to their students, their families, and themselves. One burned-out teacher can trigger an epidemic in a school: as one teacher is unable to fully function, the work load of that teacher falls on colleagues, who in turn burn out, and then the problem spreads.

This is why fixing our schools will take the community and teachers working together: students need to come into the classroom ready to learn, and teachers need to have organized lessons at the students' instructional level.

RESISTING THE TEMPTATION TO MOVE ON TOO SOON

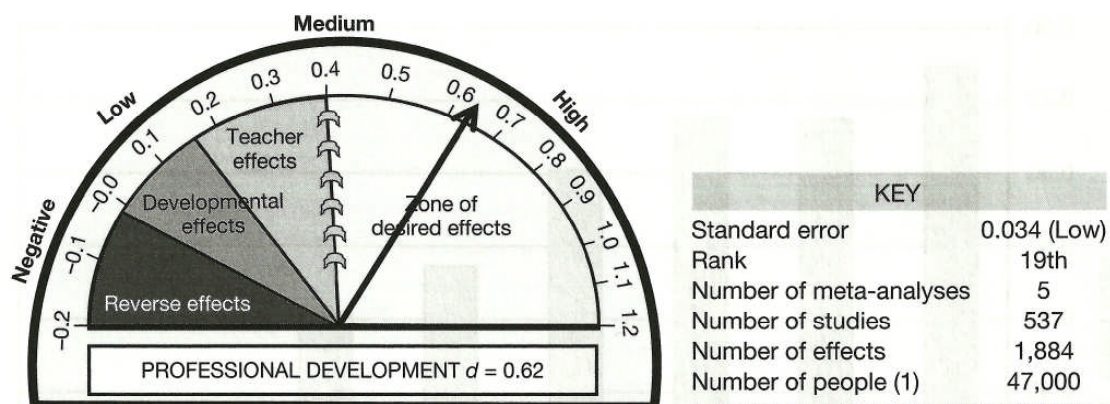
As John Carroll pointed out in his 1963 paper "A Model for School Learning", all students have a natural learning rate – some faster, some slower – and a key part of helping students learn faster is organizing lessons so the time required to learn them is kept to a minimum. Doing this makes a significant difference in student achievement:



Teacher Clarity Graphic. Source: *Visible Learning*, Hattie, page 126*

Once a student's predictions match the results, the teacher can then begin working on reducing the amount of time it takes to deliver the same instruction and fine-tune their instruction so more students get higher grades the first time they take the assessment.

EFFECTS OF PROFESSIONAL DEVELOPMENT



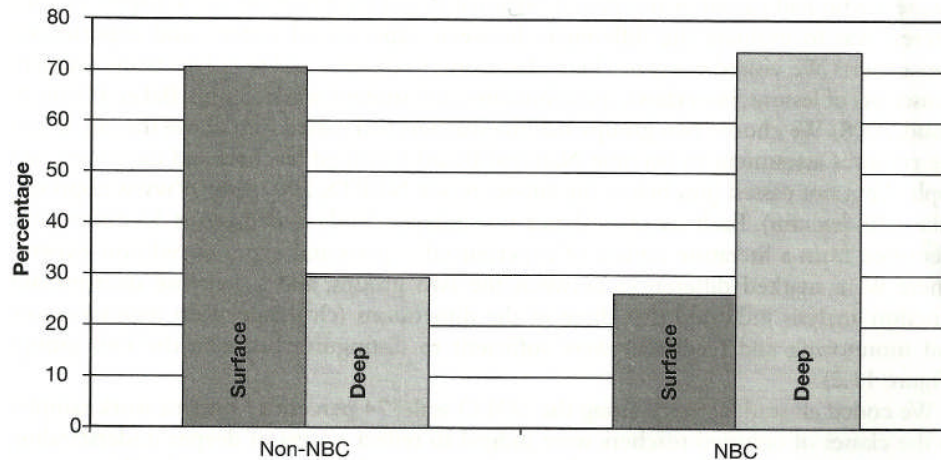
Professional Development Graphic (Source: *Visible Learning*, Hattie, pg. 120)

Hattie's research on Professional Development found four types of instruction to be the most effective on teacher knowledge and behavior were: observation of actual classroom methods; microteaching; video/audio feedback; and practice. The lowest

effects were from discussions, lectures, games/simulations, and guided field trips. Coaching, modeling and providing printed materials also had lower effects (Hattie, p. 120).

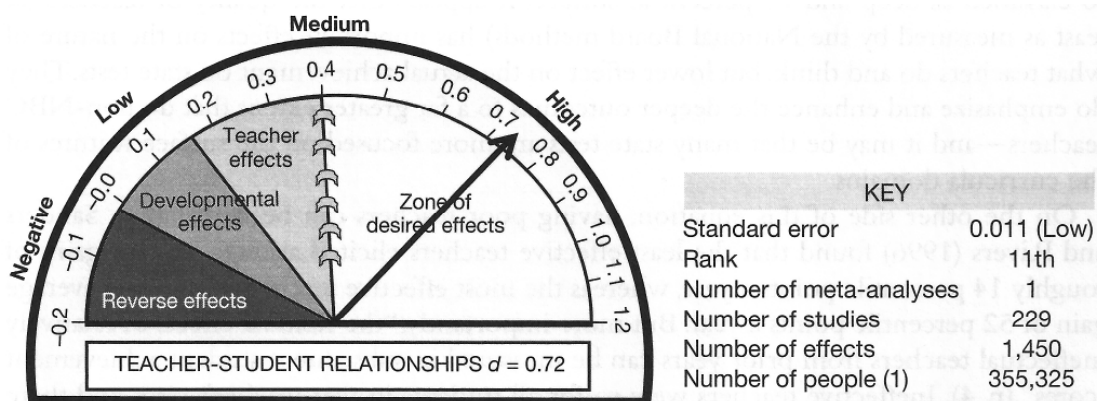
THE GOALS FOR NEW TEACHERS AND PROFESSIONAL LEARNING COMMUNITIES

Good instruction also means moving away from “anecdotal” instruction. For example, teaching the dates of *when* events in history happened instead of providing the context for *why* those events happened. This is ideal work for Professional Learning Communities, and also establishes high expectations for new teachers.



The above graph represents two groups of teachers: the first group were teachers who tried to become National Board Certified teachers but did not make the cut. The second group were NBC teachers. 74% of the student work samples from NBC teachers showed evidence of deep understanding of the work, while only 29% of the Non-NBC student work samples did. (Source: Visible Learning, Hattie, pg. 240)

THE FINAL GOAL OF PROFESSIONAL DEVELOPMENT – BE POSITIVE



Graphic: Teacher-Student Relationships. (Source: Visible Learning, Hattie, pg. 118)

Be positive with students. It does, indeed, make a difference.

SECTION B3 ASSESSMENT AND SCHOOL-WIDE DATA

B-3a - Student Assessment Plan

Student Assessment, especially the formative assessment, is an integral part of Mastery Learning. Assessment is core to the beliefs of CPP Schools, and there are no better predictors of student success than students themselves.

CPP Schools believes if students can accurately predict how they will do on a test, and the teacher is open to the feedback the student gives, then a conversation can begin between student and teacher about what the teacher can do to help the student comprehend the lesson. Once students develop their predictive powers, assessments will cease to be a worry for both students *and* teachers.

CPP Schools will incorporate all the standard tests into the curriculum as one more formative assessment.

B-3b – Graduation Requirements

N/A.

B-3c – Data Collection and Monitoring

The school-wide data monitoring plan is to use the formative assessments that are part of Mastery Learning and correlate them to the standardized tests that are given school wide. The most important aspect of testing is having students predict how they will do on a test *before* it is given. This is a critical skill to teach students so they can take charge of their own learning.

All data assessments will be reviewed by the Local Board of Directors for the School on a yearly basis and the results of that data will be incorporated into the following years' annual plan. The CPP School model is a model that uses both a strategy and data to drive continually throughout the organization.

B-3ci – Management of Multiple Schools

All schools will share the same core strategy, and will also use data to drive change throughout the organization. Each CPP School is independent; hopefully they will share data and collaborate on best practices, although they will not be required to do so.

SECTION B4 SCHOOL CULTURE AND CLIMATE

B-4 a Description of School Culture

“Community-Powered” is just that: the school needs to be an extension of the community. This means in addition to the work in the classroom, school should be a place where parents can celebrate milestones together with their children: graduations, awards, activities and fellowship with other community members.

To this end, CPP Schools believes a school environment needs to provide social opportunities – such as award banquets – where teachers and parents can meet. This will go a long way in terms of creating an environment that people truly care about – and care for each other.

It is the hope of CPP Schools that the Local Community Board of Directors will recognize this, and work towards creating an environment that welcomes all.

B-4i Management of Multiple Schools

N/A

B-4b Student Support and Success

CPP Schools believes strongly that student success comes from the environment both inside and outside the classroom. The CPP Schools vision is “Excellent teaching + Students Ready to Learn = Students Growing to their Full Potential.”

“Students Ready to Learn” must do their part too, and the entire community stands ready to help and guide them.

In this regard, CPP Schools believes all students should bring – or be issued if there is a need – the tools they need to be successful in the class: a binder with paper, dividers, pens, pencils and erasers. Starting in 4th grade, it is crucial that students learn to bring these tools with them to class each and every day.

This is important not just because these are necessary supplies, but it teaches preparedness and responsibility as well. These are the traits students need to develop early.

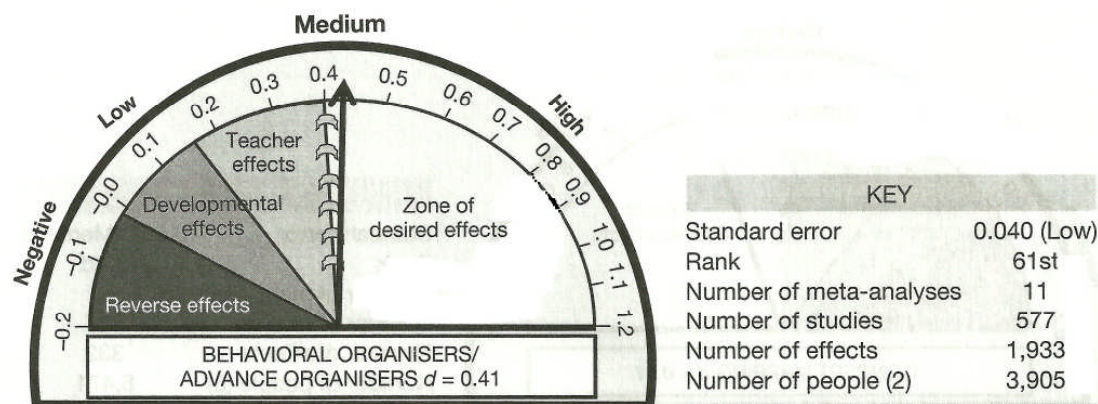
BINDER CHECKS

The “Daily Binder Check” will be a classroom routine established by the teacher. Binders will be graded on organization, neatness and “completeness” (having all of the assignments). Not only will this help students stay on task, but at the end of the year they can see the amount of work they accomplished, and it will also help the student

and teacher communicate about grades. Sometimes a word of encouragement from the teacher “I know you can finish this assignment” will be enough to encourage students to finish a task and receive an “A” instead of “B”. This is what CPP Schools means by creating an environment for full student growth: using every moment as an opportunity for growth.

It will also serve as a work record for teachers to share with parents, and for Special Ed students be used as part of their IEP meeting to establish their level of performance.

The “Binder Check” is the foundation for student academic success in CPP Schools.



Behavioral Organizers/Advance Organizers (Source: Visible Learning, Hattie, pg. 167)

B-4c Social and Emotional Needs

Creating a positive school environment means an environment free from bullying, teasing and other forms of negative behavior that can keep students from enjoying their time at school.

Discipline is a very important part of student development, and in this regard discipline should be positive, such as the use of time outs, and the school will have a discipline policy consist with LAUSD policies and procedures. A book that embodies the beliefs of student discipline in CPP Schools is *Teaching with Love and Logic*, by Jim Fay and David Funk.

For students with psychological needs, those students need extra support. Whenever possible, CPP Schools believes students with psychological disorders should benefit from a positive classroom environment with the proper supports, and not be excluded.

B-4d College and Career Readiness

The most important thing for students to develop as early as possible is a dream for their future. In this regard CPP Schools would encourage each teacher to lead a minimum of two field trips per year to any educational point of interest. Getting students out of the classroom and broadening their horizons is an important duty of a school.

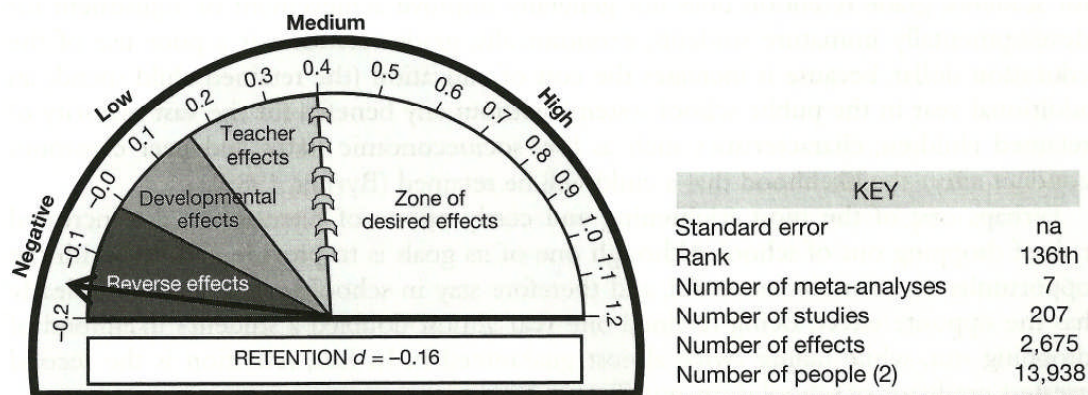
B-4e School Calendar/Schedule

Class sizes need to be as small as possible; and part of the strategy of having a Local Board of Directors is the ability to focus additional time and effort on fundraising. Getting additional funds into the classroom can go directly into providing the types of learning experiences – smaller classrooms, field trips, adequate supplies, that students need.

The schedule will follow the traditional elementary school schedule (attached) and the Local Board of Directors for the School will determine the final schedule, based upon input from the entire school community.

B-4f Policies

CPP Schools will follow district guidelines for student behavior; however, CPP Schools will encourage a “no retention” policy in terms of promotion. Although it sounds counter-intuitive, retention has proven to have significant reverse effects on student achievement:



Retention (Source: Visible Learning, Hattie, pg. 97)

SECTION B5 PARENT AND COMMUNITY ENGAGEMENT

B5a - Background

The communities of the southern region of Los Angeles are challenged by a lack of resources and negative job growth. Approximately 30% of the students are designated as Socio-Economically disadvantaged. However, the community spirit is strong and an abundant resource.

B5b - Strategies

The most exciting aspect of the CPP Schools plan is the Local Board of Directors structure for the school: this will enable parents and community members to participate in school decisions *with true decision making authority*. This is core to the CPP Schools single strategy and belief that what happens outside of the classroom affects what happens inside the classroom.

In so many schools parent and community involvement is an afterthought: at CPP Schools, the parents and community are integral parts of the school's structure. Parent and Community Board members can take the lead in creating a "second family" school environment that will help overcome the challenges students face. The parent and community can help teachers and administrators work better with their students, and integrate the school with the community.

B-5c – Key Community Partnerships

None at this time; to be established.

SECTION B6 – SCHOOL GOVERNANCE AND OVERSIGHT

B6a – SCHOOL TYPE

Extended School Based Management Model (ESBMM).

B6b – SCHOOL LEVEL COMMITTEES

ELECTION COMMITTEE:

UPON THE FIRST DAY OF SCHOOL THE CPP Schools plan is in effect, the principal shall immediately name a committee to organize a school wide election for the Local Board of Directors for the school, as outlined in Section 3, "Board Elections."

BYLAWS OF THE LOCAL BOARD OF DIRECTORS FOR THE SCHOOL

ARTICLE I - NAME, PURPOSE

Section 1: The name of the organization shall be Local Board of Directors for the School.

Section 2: The Local Board of Directors for the School is organized exclusively for the yearly and long-term planning of the school.

ARTICLE II - MEMBERSHIP

Section 1: Membership shall consist only of the members of the board of directors.

ARTICLE III - ANNUAL MEETING

Section 1: Annual Meeting. The date of the regular annual meeting shall be set by the Local Board of Directors who shall also set the time and place.

Section 2: Special Meetings. Special meetings may be called by the Chair or the Executive Committee.

Section 3: Notice. Notice of each meeting shall be given to each voting member, by mail, not less than ten days before the meeting.

ARTICLE IV - BOARD OF DIRECTORS

Section 1: Board Role, Deadlocked Board, Board Calendar, Duties, Size, Eligibility to Serve, Compensation.

Section 1.1: Board Role. The purpose of the board is for yearly and long-term school planning, budgeting, all fundraising, managing school committees and the selection of a principal to manage the day-to-day operations of the school. At no time is the board to function as a "2nd administration", or act as a body to appeal administrative decisions.

Section 1.2: Duties of the Board

The Duties of the Board shall be strictly limited to:

- (a) Writing an annual school action plan, with committee input, that will guide the major decisions of the school (e.g. Budget and Curriculum).
- (b) Presenting the annual school action plan, including the budget, to the school community in a public "question and answer" forum one month before the Local Community Board votes on the plan's adoption.
- (c) Monitoring the annual school action plan.
- (d) Managing and directing all school committees.
- (e) Hiring a principal when there is vacancy.
- (f) Establishing an endowment to raise and disperse funds for the school, and coordinate all fund-raising activities through a fund-raising committee.
- (g) Maintain open meetings: All meetings are subject to the provisions of the Brown Act.

Section 1.2: Deadlocked Board. The school principal, or principal designee, will cast the tie-breaking vote in any matters that deadlock the board.

Section 1.3: Board Calendar Key Mileposts:

1. The new board is seated upon the school's return from winter break, or the 2nd week of January, whichever comes first.
2. The board will immediately begin working on the school plan for the school year beginning in the fall.
3. The board will present its preliminary annual school plan no later than March 31st, with scheduled public comment periods, until April 30th.
4. The board will then present its final plan and vote on it no later than May 15th.
5. The board may vote to delay the plan based on the adoption of the California budget and LAUSD budgeting.
6. The board's plan will take effect with the start of the new school year.
7. The board nominations and election cycle will begin in September.
8. The new board will be sworn in at the annual meeting in December, and take their seats in January.

Section 1.4: Size of the Board

The Board shall have up to 12 and not fewer than 10 members, including up to 12 alternate board members. The local community board shall be composed of the following:

- 2 community members and 2 alternates (elected by the community)
- 2 parents and 2 alternates (elected by parents)

- 2 teachers and 2 alternates (elected by teachers)
- 2 administrators and 2 alternates (elected by administrators)
- 2 staff members and 2 alternates (elected by staff members)
- 2 students and 2 alternates* (elected by students) *high schools only

Total: 12 members for high schools, 10 members for elementary and middle schools.

Section 1.5: Eligibility of Board Members

- (a) "Community Members" shall be residents of the County of Los Angeles over the age of 18.
- (b) "Parents" shall be the parent or legal guardian of at least one student enrolled in the school at the time of their election. Parents may serve out their term if the child graduates or leaves school.
- (c) "Teachers" shall be assigned to the school full-time and be an employee in good standing with LAUSD.
- (d) "Administrators" shall be assigned to the school full-time and be an employee in good standing with LAUSD. Principals are not eligible board members as their role is to break board deadlocks.
- (e) "Staff Members" shall be assigned to the school full-time and be an employee in good standing with LAUSD.
- (f) "Students" shall be enrolled in the school full-time; a junior or senior in good standing; currently passing all classes at the time of election and has the written recommendation of the principal. Students must maintain passing grades to remain on the board. Students are ineligible for the Chairmanship or Treasurer positions on the board.
- (g) Those already working at the school in the capacity of Parent, Teacher, Administrator, Staff Member are ineligible to run as Community Members or Parents, unless 1.) an insufficient number of nominations for the position(s) are received, and 2.) that person is nominated by the principal or principal designee.
- (h) Only one person may hold one membership on the board at any time.

All board members are subject to meeting the hiring requirements of LAUSD and must pass the requisite health and background checks.

Section 1.6: Compensation of the Board.

- (a) Community and Parent members of the board (but not alternates) elected to a one-year term are to be hired by LAUSD on a one year contract and receive a salary and benefit package not to exceed \$15,000 per year, unless changed by the board. All community and parent members must meet all LAUSD hiring qualifications in order to receive the contract and serve on the board.
- (b) Community and Parent members already receiving a salary from LAUSD are ineligible for any additional salary from the board.

Salary Table: <http://www.teachinla.com/Research/documents/salarytables/dtable.pdf>

(c) Board members shall be reimbursed for reasonable expenses, as determined by the board.

Section 2: Meetings. The Board shall meet twice a month, at an agreed upon time. The location of all meetings should be at the school site, unless extraneous circumstances that prevent meeting at the school. The principal, or principal designee, should be available by telephone during board meetings should a tie breaking vote be needed.

Section 3: Board Elections. The process of election and re-election of the local board members shall be as follows:

For a traditional school year school, the election cycle starts in September and ends with the new board being seated:

STEP 1: CANDIDATE NOMINATIONS. The Local School Board Election Committee will advertise for candidate nominations beginning in the first week of September. Advertising should include flyers on bulletin boards, notices sent home with students, press releases sent to local media, information tables set up at school events and whatever other means of advertisement the committee feels is appropriate. The advertisements must include the information that the community and parent members are to be paid.

STEP 1a: CLOSE OF NOMINATION PERIOD. On September 30th, the nomination period will be closed.

STEP 2: CANDIDATE INFORMATION. During the first week of October, the names of the candidates will be submitted by the Local School Board Election Committee to the Local School Board (if this is a formative election, the Local School Board Election Committee will complete the first election process.) The committee will ask all candidates to (a) sign an affidavit affirming their ability to serve if elected, and (b) submit a photograph and a brief profile (approximately 1 paragraph) listing their qualifications to serve. Additionally, the candidate agrees to indemnify the school, LAUSD and CPP Schools from any costs resulting from their election or service on the Local Board of Directors. Nominees not signing the affidavit to serve or submitting the profile information within two weeks will be dropped from the process.

STEP 2a: TOO FEW CANDIDATE APPLICATIONS. In the event that not enough candidates come forward to run for all the available positions, the school principal, or principal designee, can nominate candidates to represent those positions.

STEP 3: BALLOT PREPARATION: During the last week of October, ballots with all the candidates' names will be printed and distributed to all those eligible to vote for those candidates. The ballots will:

- (a) Contain only one category per ballot (e.g., administrator ballot, parent ballot, staff ballot, etc.)
- (b) Contain all the names, photographs and brief bios of the candidates for that category.
- (c) Names are to appear on the ballot in an order drawn at random.
- (d) The ballots are to be color-coded and clearly marked to differentiate ballots.
- (e) The ballots are translated into the predominate language(s) spoken in the community.

STEP 4: BALLOT DISTRIBUTION:

Ballots are to be distributed to eligible voters beginning on November 1st and all ballots are to be returned by November 30th.

ELIGIBLE VOTERS:

ELIGIBLE VOTERS	ELIGIBLE TO VOTE FOR
Community Members over the age of 18 residing in the school boundaries.	2 regular and 2 alternate Community Members
Parents or guardians with at least one child enrolled in the school.	2 regular and 2 alternate School Parents
Teachers that are full-time employees of the school.	2 regular and 2 alternate School Teachers
Staff Members that are full or part-time employees at the school.	2 regular and 2 alternate School Staff Members
Administrators that are full-time employees at the school	2 regular and 2 alternate School Administrators
Students* over the age of 14; high schools only.	2 regular and 2 alternate School Students (*HS only)

The election committee will oversee the process to make sure ballots:

- (a) Are cast only by eligible voters (e.g., roster check).
- (b) Voters can vote in multiple categories if eligible (e.g., Teacher and Community Member).

STEP 5: VALID VOTES

Ballots shall be considered valid if:

- (a) Votes are returned to the voting location no later than 5 p.m. on November 30th.
- (b) No more than four candidates' names are marked.
- (c) If less than four candidates names are marked, the ballot is still considered valid.

STEP 6: DECLARING WINNERS

Candidates in each category receiving the highest vote totals will be elected in the following order:

VOTE TOTAL	POSITION
1 st HIGHEST	1 st regular board member
2 nd HIGHEST	2 nd regular board member
3 rd HIGHEST	1 st alternate board member
4 th HIGHEST	2 nd alternate board member

Vote Challenges:

- (a) Any candidate has the right to a recount if the vote total is within 2% of the winner.
- (b) Any additional challenges, or any legal actions, will be at the sole cost of the challenger, as per the affidavit signed prior to placing their name on the ballot.
- (c) The time limit for any challenge is (2) business days from the time the vote counts are published.
- (d) Should any challenges arise, the local community board will continue the process of seating the board based on the vote totals as the challenges proceed.
- (e) Without any challenges, the vote totals and final count should be completed by the 5th of December, or the next work day.

STEP 6: SEATING THE BOARD

The process for seating the board is as follows:

- (a) Once the vote count is complete and the time limit for challenges has past, the board will forward the names of the winners and alternates for the parent and community categories to the LAUSD personnel department, which will begin the hiring process.
- (b) Once the hiring process is complete and all the candidates have agreed to be seated, the candidates will be officially sworn in by the chairperson at the annual board meeting of the local community board, which is to be held in December prior to the winter recess.
- (c) After the winter recess, the new board will officially take their seats on the board for a term of one year.

Section 4: Terms. All Board members shall serve 1 (one) year terms, but are eligible for re-election.

Section 5: Quorum. A quorum must be attended by at least 90% percent of the Board members before business can be transacted or motions made or passed.

Section 6: Notice. An official Board meeting requires that each Board member have written notice two weeks in advance.

Section 7. Officers and Duties. There shall be four officers of the Board consisting of a Chair, Vice Chair, Secretary and Treasurer. Their duties are as follows:

- The Chair shall convene regularly scheduled Board meetings, shall preside or arrange for other members of the executive committee to preside at each meeting in the following order: Vice-Chair, Secretary and Treasurer.
- The Vice-Chair will chair committees on special subjects as designated by the board.
- The Secretary shall be responsible for keeping records of Board actions, including overseeing the taking of minutes at all board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each Board members, and assuring that corporate records are maintained.
- The Treasurer shall make a report at each Board meeting. Treasurer shall chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to Board members and the public.
- Election of Officers Chair, Vice Chair, Secretary and Treasurer: all those wishing to fill a position may nominate themselves. The election of officers will be determined by a majority vote at the first board meeting for the new board. Should the vote result in a tie, the board can re-vote and if deadlocked, the principal or principal designee will cast the deciding vote.

SECTION 8: Vacancies. When a vacancy on the Board exists, the alternates will be seated for each category based on the highest number of votes received from the election. If the alternate vote was a tie, the board will vote to select the alternate replacement by a majority vote. The person leaving the board will be ineligible to vote. Should the board vote to replace the alternate result in a deadlocked vote, the school principal, or principal designee, will cast the deciding vote. Should the alternates for a category not be able, or become ineligible to serve, the chairperson will nominate an alternate from another category. The board will vote on that nominee, and if alternate receives a majority of votes of the board, the alternate will be seated. Should the board vote result in a deadlocked vote, the principal will cast the deciding vote.

- Vacancy nominations shall be sent out to Board members with the regular Board meeting announcement, to be voted upon at the next Board meeting. These vacancies will be filled only to the end of the particular Board member's term.

Section 9: Resignation, Termination and Absences. Resignation from the Board must be in writing and received by the Secretary. A Board member shall be dropped for excess absences from the Board if s/he has three unexcused absences from Board meetings in a year. A Board member may be removed for other reasons by a three-fourths vote of the remaining directors, or will be automatically dropped from the board if removed from the school site by the LAUSD personnel department for any conduct reason.

Alternates are not required to attend board meetings.

Section 10: Special Meetings. Special meetings of the Board shall be called upon the request of the Chair or one-third of the Board. Notices of special meetings shall be sent out by the Secretary to each Board member postmarked two weeks in advance.

ARTICLE V - COMMITTEES

Section 1: The Board may create committees as needed, such as fundraising, housing, etc. The Board Chair appoints all committee chairs.

Section 2: The four officers serve as the members of the Executive Committee. Except for the power to amend the Articles of Incorporation and Bylaws, the Executive Committee shall have all of the powers and authority of the Board of Directors in the intervals between meetings of the Board of Directors, subject to the direction and control of the Board of Directors.

Section 3: Finance Committee. The Treasurer is chair of the Finance Committee, which includes three other Board members. The Finance Committee is responsible for developing and reviewing fiscal procedures, a fundraising plan, and annual budget with staff and other Board members. The Board must approve the budget, and all expenditures must be within the budget. Any major change in the budget must be approved by the Board or the Executive Committee. The fiscal year shall be the calendar year. Annual reports are required to be submitted to the Board showing income, expenditures and pending income. The financial records of the organization are public information and shall be made available to the membership, Board members and the public.

ARTICLE VI - AMENDMENTS

Section 1: These Bylaws may be amended when necessary by a two-thirds majority of the Board of Directors. Proposed amendments must be submitted to the Secretary to be sent out with regular Board announcements.

These Bylaws and any amendments are to be approved as the first order of business of the seated board.

Source: <http://users.aristotle.net/~nonprofit/startup/bylaws.htm>

B6c – GOVERNING COUNCIL

Pilot only - N/A

SECTION B7 – SCHOOL LEADERSHIP

B7a – PRINCIPAL SELECTION

ROLE OF THE PRINCIPAL

The principal will manage the day-to-day operations of the school, according to the annual plan as approved by the Local Board of Directors for the School. The Principal is in charge of the selection and management of all personnel for the administrative team.

The principal reports directly to the Local Board of Directors for the School.

SELECTION PROCESS AND PARTICIPANTS

For a new school site CPP Schools asks that the LAUSD Personnel Department hire a principal. Once the Local Community School Board for the school has been elected (per section B6b of this RFP), the Local Community School Board will establish a committee, representative of the school community, to fill any future vacancies.

For established schools, once the Local Community School Board of Directors for the school has been elected (per section B6b of this RFP), the Local Community School Board will establish a committee, representative of the school community, to fill any future vacancies.

This committee will be responsible for holding meetings with the school and community to see what is needed in a principal; developing an interview process that is open and fair; searching for candidates and scheduling interviews; checking the qualifications and references of candidates; making a final recommendation(s) to the Local Community School Board.

DESIREABLE QUALIFICATIONS OF A PRINCIPAL

To guide the committee several desired qualifications, in addition to the job description submitted as an attachment to this RFP, are listed below:

Sample Questions for the Candidate:

1. Results orientated – Does the candidate have a portfolio of measureable achievements, and can they explain how they achieved the results? In particular, how did the candidate plan for the results, and are they the results that were intended?

2. Strategic planning ability – Has the candidate worked with Boards of Directors in the past, and what do they think of the CPP Schools Local Board of Directors structure?
3. Preparation and proactive - Does a candidate ask well-thought out questions that show they understand the problems and strengths at the school?
4. Initiative and Energy- Does the candidate give examples of a time when they showed initiative and stuck with a task, even when exhausted with it? When do they give up on projects?
5. Passion – What is it that makes you truly excited about leading this school as opposed to any other school? Why is this position the right fit for you? How will you motivate those around you? What are you eager to learn about the school and community?
6. Intelligence – Give an example of a complicated problem and a creative solution you came up with to solve it.
7. Professionalism – Is the candidate respected among peers? Do they belong to any professional organizations or groups? Are they leaders of any groups? Can they give examples of times when they demonstrated reasonableness, and were able to listen to the other side?
8. Longevity – Have they been in a position for at least five years and have outgrown it? Did they groom more than one successor for their current position so their board would have a pool of qualified candidates to choose from? Did they just keep a chair warm or did they do something with the time they had?
9. Kindness – Are candidates kind? Do they understand we are educating children, not manufacturing a product?
10. Taking care of people – Are they firm but fair? Do they treat employees well? Do employees try to take advantage of them?
11. Motivation – How do you motivate people? Students? Employees?
12. Communications – Does the candidate have the ability to communicate about the school clearly and unambiguously? What are some examples of past public communication for the candidate? How does the candidate deliver bad news? Does the candidate share credit for good news?
13. Marketing – Does the candidate show concern for how the school is viewed by students, parents and the public? Can the candidate set the tone for how the organization is viewed, and be its best representative?

For the committee to determine:

- Moral Character - Is there anything in the candidate's background that will disqualify them for the job?
- The Right Things – Did the candidate do the right things in their last jobs, or were they “busy for the sake of being busy?”
- Collegiality – Is the candidate easy to work with? What do others say about the candidate?
- Fairness – Is the candidate firm but fair?

- Skill – Does the candidate have the right skills and intelligence for the job? Will the candidate be happy here?

B7b – LEADERSHIP TEAM

CPP Schools will have two leadership teams:

- **The CCP Schools Local Board of Directors for the School:** The purpose of the board is for yearly and long-term school planning, budgeting, all fundraising, managing school committees and the hiring of a principal to manage the day-to-day operations of the school. At no time is the board to function as a "2nd administration", or act as a body to appeal administrative decisions. A complete description of the board is in section B6.
- **The Principal and the Principal's Administrative Team:** This team will manage the day-to-day operation of the school, according to the annual plan as approved by the Local Board of Directors for the School. The Principal is charge of the selection and management of all personnel for this team. A complete job description for the principal is attached.

SECTION B8 – STAFFING

B8a - STAFFING MODEL

CPP Schools requests the LAUSD personnel department to provide the initial school staff.

Once the Local Board of Directors for the School is elected, they will be responsible for creating an annual staffing plan, a part of the overall annual plan, that (a) States the number and type of positions needed for the year; (b) The qualifications and attributes for a candidate to possess that would best align with the mission, vision and instructional program of the school; (c) The *specific* goals the person who fills the position will need to achieve.

The principal, or principal designee, will be responsible for filling the position.

CPP Schools will also encourage the creation of Bridge and EL Coordinator positions; these personnel will be responsible for making sure all Special Ed and EL students receive the services they need.

B8b - RECRUITMENT AND SELECTION OF NEW TEACHERS

CPP Schools requests the LAUSD personnel department to provide the initial school faculty.

Once the Local Board of Directors for the School is elected, they will be responsible for creating an annual staffing plan, a part of the overall annual plan, that (a) states the number and type of teachers needed for the year; (b) the qualifications and attributes for a teacher to possess that would best align with the mission, vision and instructional program of the school; (c) the *specific* goals the person who fills the position will need to achieve; (d) how a determination will be made when a person is deemed not to be a fit for the school and the actions that will be taken.

The principal, or principal designee, will be responsible for filling the position.

B8c – Performance Reviews

The significance of having an annual plan is each person knows (a) the goals of the entire plan and (b) their *specific* goals for achieving the plan. The primary goal of the performance review is to measure how well each member of the school community performed against the goals of the annual plan.

The Local Board of Directors will be responsible for developing the performance metrics for teachers, administrators, staff members and especially the board itself. Employee reviews will be conducted by the supervisor for that position.

The principal will be reviewed each year by the Local Board of Directors for the School, and receive direct feedback about their performance. The Local Board of

Directors for the School will receive their feedback at each board meeting during the open comment period.

The Local Board of Directors for the School will determine what weight observation of teacher practices, contributions to student outcomes, stakeholder feedback, and contributions to school community will play in the evaluation process.

SECTION B9 – SHARING A CAMPUS

B9a SHARING A CAMPUS

A representative from CPP Schools visited a charter school campus shared with LAUSD and found that the main areas of challenge were bell schedules, lunch schedules and sharing the library, auditorium and physical education facilities. To avoid conflict, the LAUSD schools and the charter school each named a “Point of Contact” (POC) person to an Inter-School Scheduling Team, and this system, it was reported, worked quite well in terms of all schools sharing the common spaces for school functions, parent’s night, sporting events, etc.

CPP Schools will also adopt this model and appoint a POC person for campus scheduling to work with other schools. The CPP schools POC will report directly to the principal or principal designee.

SECTION C – INTERNAL MANAGEMENT

C1a - Waivers

CPP Schools will utilize the ESBMM model; no waivers are requested. N/A.

C1b – Budget Development

CPP Schools will participate in the District's Budgeting for Student Achievement (BSA) initiative.

CPP Schools will also fund four Local Board of Directors for the School positions (2 Parents and 2 Community Members) at a cost of \$15,000 per year per position, budgeted as an itinerant position using General Fund non-norm program codes.

SECTION D – OPERATIONAL MANAGEMENT

D1 PORTFOLIO DEVELOPMENT

D1a – Portfolio Growth

CPP Schools is an organization that believes LAUSD should shift from running schools to instead providing the resources, training, support, staff, and facilities needed for the *community* to run its own schools.

As such, CPP Schools will not run any schools, but facilitate the transition of schools from LAUSD-managed to community-managed through a school and community based “Local Board of Directors for the School” organizational structure using the ESBMM school model.

CPP Schools will have no managerial interest in the school beyond submitting the initial Request for Proposal (RFP). CPP Schools’ current scope of activity is limited to writing school proposals for adoption by the LAUSD school board.

D1b – Operations

CPP Schools has no prior experience in the management of schools.

D1c – Portfolio Evaluation

Up until now, LAUSD schools in the Public School Choice process have been offered three choices: District run schools, Internal Applicant led schools, and Corporate (Charter) led schools. CPP Schools was founded on the belief that there should be fourth option: the *community* led school.

The reasoning behind the community-led plan is simple: the community is permanent, other teams are not. Schools often experience turmoil when key teachers, administrators, or even the school demographics, change. Therefore, when the community holds the plan for the school, the community can continually adjust the school plan to fit *its* needs. This will help the school service the community better than any other school plan.

However, the school will need continual resources, training, support, staff, and facilities. These are all things LAUSD is amply suited to supply. It is the firm belief of CPP Schools that this model – community run schools with LAUSD support – will be the new model of schools for LAUSD going forward, and CPP Schools is eager to work with LAUSD, as a part of LAUSD, to begin the future today.

D2 ORGANIZATIONAL RESPONSIBILITIES AND GOALS**D2a – CORE FUNCTIONS**

CPP Schools is an organization that believes LAUSD should shift from running schools to instead providing the resources, training, support, staff, and facilities needed for the *community* to run its own schools.

As such, CPP Schools will not run any schools, but facilitate the transition of schools from LAUSD-managed to community-managed through a school and community based “Local Board of Directors for the School” organizational structure using the ESBMM school model.

CPP Schools will have no interest in the school beyond submitting the initial Request for Proposal (RFP). CPP Schools’ current scope of activity is limited to writing school proposals for adoption by the LAUSD school board.

D2b – LEADERSHIP

CPP Schools currently has one person in the organization, Mr. David Sievers, an LAUSD teacher and the founder of CPP Schools. The organization hopes to grow as more people become interested in the idea of helping school districts transition to community powered schools.

CPP Schools would like to thank Mr. Joseph Gresko and Mr. Lawrence Taniform for their contributions.